

# Curriculum Guide

to the Alabama Course of Study

## English Language Arts

Grades K-12



Thomas R. Bice, State Superintendent of Education · Alabama State Department of Education  
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**CURRICULUM GUIDE TO THE ALABAMA COURSE OF  
STUDY:  
ENGLISH LANGUAGE ARTS**

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## PREFACE

The *Curriculum Guide to the Alabama Course of Study: English Language Arts* provides prerequisite and enabling skills that lead to learning grade-level academic standards. The curriculum guide can be used to assist students in learning content in smaller increments, catching up on content they may have missed in previous years, and/or reviewing content related to grade-level academic standards.

The 2012-2013 Curriculum Guide to the Alabama Course of Study English Language Arts Task Force utilized the 2010 *Alabama Course of Study: English Language Arts*. In addition, the Task Force reviewed past copies of the *Curriculum Guide to the Alabama Course of Study: English Language Arts*. Members of the Task Force used their academic content knowledge and experiential knowledge related to students with and without disabilities to produce this resource for closing the gap between grade-level content and students' instructional levels.

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## Introduction

The *Curriculum Guide to the Alabama Course of Study: English Language Arts* is a companion document to the *2010 Alabama Course of Study: English Language Arts*, for Grades K-12. Content standards contained within the course of study document may be accessed on the Alabama State Department of Education (ALSDE) Web site. On the home page, click on Sections, scroll down to select Curriculum and Instruction. Click on Publications, scroll down to Courses of Study, and click on English Language Arts.

Educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The *Curriculum Guide to the Alabama Course of Study: English Language Arts* prepares students for study of the grade-level and course content standards through the teaching of prerequisite and enabling skills necessary for learning each content standard. This allows students to work toward grade-level and course content standards while working at individual ability levels. By identifying the prerequisites and enabling skills for each standard, teachers may plan instruction to address the achievement gap experienced by some students while still working with all students toward achievement of the same standards.

The *Curriculum Guide to the Alabama Course of Study: English Language Arts*.

Educators are encouraged to use the curriculum guide to:

- Develop lesson plans.
- Plan for Problem Solving Teams (PSTs) and Response to Intervention/Response to Instruction (RTI).
- Develop Individual Educational Programs (IEPs).
- Prepare for collaborative teaching.
- Design tutorials.
- Plan for instructional grouping.
- Plan for parent information and conferences.
- Develop curriculum-based assessments.
- Prepare for state assessments.

# Organization of the Curriculum Guide

The organizational components of this guide include standards, instructional objectives, and examples.

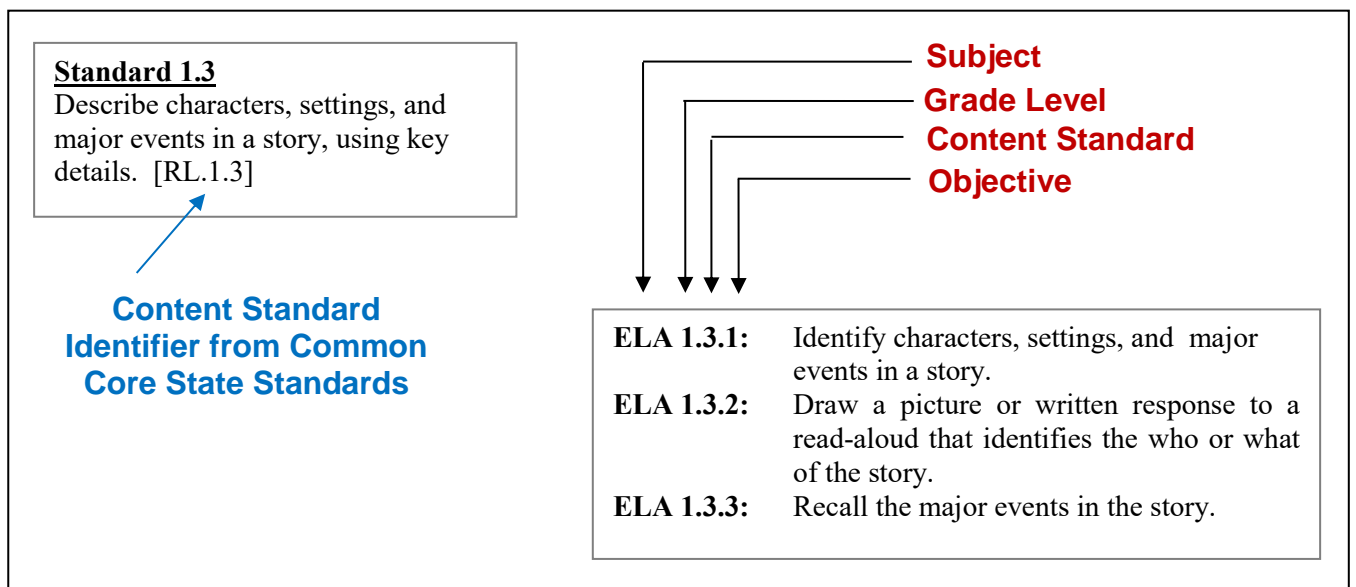
**Content Standards** are statements that define what all students should know and be able to do at the conclusion of a grade level or course. Content Standards contain minimum required content and complete the phrase “*Students will.*”

Content Standards for a grade level or course are clearly written, reasonable, measurable, developmentally appropriate, and sufficiently rigorous to enable Alabama students to achieve at levels comparable to other students in the nation and the world. They also provide proportional emphasis to the essential knowledge, skills, and processes of a given grade level or course.

**Instructional Objectives** divide the standards into smaller instructional units that serve as foundational skills for the standards. Instructional objectives are useful in lesson planning, classroom instruction, and Individualized Education Program (IEP) development. Utilization of instructional objectives facilitates having all students working toward grade-level standards while also working at individual ability levels.

Instructional objectives within this document are numbered according to grade level, content standard number, and the order in which the instructional objective is listed.

The system for numbering the objectives for **English Language Arts Standard 1.3**, for example, is based upon the following:



**Examples** clarify certain content standards, instructional objectives, and/or their components. They are illustrative but not exhaustive.

## Essentials Courses

The *Curriculum Guide to the Alabama Course of Study: English Language Arts* contains the course content for the *Essentials* course credits for the Alabama High School Diploma. The courses provide students with foundational skills identified in the general education English Language Arts courses.

**Instructional objectives in Grades 9-12 preceded by a diamond shape (◆) indicate content required for earning course credit for the *Essentials* courses.**

The courses include essential concepts to equip students with the English Language Arts skills necessary for employment and independent living.

- *English Essentials-9* (Course Code 700005)
- *English Essentials-10* (Course Code 700006)
- *English Essentials-11* (Course Code 700007)
- *English Essentials-12* (Course Code 700008)




# Kindergarten

Students will:

## Reading Standards for Literature

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. [RL.K.1]
  - a. Make predictions to determine main idea and anticipate an ending. 

**Objectives:**

- ELA K.1.1:** Use pictures in context to tell what happens next.  
**ELA K.1.2:** Identify details in picture books or story pictures.  
**ELA K.1.3:** Use language to express ideas in complete sentences (with support of sentence stems as needed).  
**ELA K.1.4:** Listen with comprehension and follow two-step directions.  
**ELA K.1.5:** Listen with comprehension and follow one-step directions.  
**ELA K.1.6:** Respond to a question verbally or by using gestures.

2. With prompting and support, retell familiar stories, including key details. [RL.K.2]

**Objectives:**

- ELA K.2.1:** Identify the beginning, middle, and end of a story.  
**ELA K.2.2:** Identify the beginning and the end of a story.  
**ELA K.2.3:** Identify the beginning of a story.  
**ELA K.2.4:** Match pictures that relate to the story.  
**ELA K.2.5:** Recall events in daily life.  
**ELA K.2.6:** Mimic songs, poems, and stories with repeated rhyme.

3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]

**Objectives:**

- ELA K.3.1:** Draw a picture related to a read-aloud that identifies the “who” or “what” of the story.  
**ELA K.3.2:** Recall the major events in the story.  
**ELA K.3.3:** Recall the setting of a story.  
**ELA K.3.4:** Recall the characters in a story.  
**ELA K.3.5:** Identify picture or familiar person in a story.

### Craft and Structure

4. Ask and answer questions about unknown words in a text. [RL.K.4]

**Objectives:**

- ELA K.4.1:** Define word verbally or through the use of a drawing.  
**ELA K.4.2:** Distinguish between known and unknown words.  
**ELA K.4.3:** Identify words that describe real-life actions.  
**ELA K.4.4:** Identify words that describe real-life objects.  
**ELA K.4.5:** Identify the letters of the alphabet.

5. Recognize common types of texts (e.g., storybooks, poems). [RL.K.5]

**Objectives:**

- ELA K.5.1:** Recall features of texts.  
Examples: Poems tend to rhyme and have rhythm.
- ELA K.5.2:** Recite poems and short stories.
- ELA K.5.3:** Repeat poems and short stories.
- ELA K.5.4:** Engage in dramatic play with nursery rhymes, poems, and short stories.
- ELA K.5.5:** Participate in classroom activities that are repetitive in nature such as songs, rhymes, and plays.

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. [RL.K.6]

**Objectives:**

- ELA K.6.1:** Locate the names of the author and illustrator of a story.
- ELA K.6.2:** Identify the illustrator as the person who draws the pictures in a story.
- ELA K.6.3:** Identify the author as the person who writes a story.
- ELA K.6.4:** Hold books in upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right).

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). [RL.K.7]

**Objectives:**

- ELA K.7.1:** Interpret illustrations to gain meaning.
- ELA K.7.2:** Draw pictures to generate, represent, and express ideas or share information.
- ELA K.7.3:** Identify pictures of objects and actions.

8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]

**Objectives:**

- ELA K.8.1:** Identify same and different.
- ELA K.8.2:** Identify the actions of the characters in the story.
- ELA K.8.3:** Recall the characters in the story.
- ELA K.8.4:** Identify and sort events, pictures, and words into various classifications.

## Range of Reading and Level of Text Complexity

9. Actively engage in group reading activities with purpose and understanding. [RL.K.10]

**Objectives:**

- ELA K.9.1:** Listen to a story being read and/or class discussions of the story and answer related questions correctly.
- ELA K.9.2:** Listen to and look at entire story being read or class discussion of the story.
- ELA K.9.3:** Demonstrate interest in stories or class discussion by making appropriate facial expressions.
- ELA K.9.4:** Look attentively at face of speaker and/or book during story time.
- ELA K.9.5:** Turn head and body towards person who is speaking.

## Reading Standards for Informational Text

### Key Ideas and Details

10. With prompting and support, ask and answer questions about key details in a text. [RI.K.1]

**Objectives:**

- ELA K.10.1:** Contrast the concepts of questions and answers.
- ELA K.10.2:** Respond to questions about details in a text.
- ELA K.10.3:** Respond to yes or no questions about details in a text.
- ELA K.10.4:** Ask questions about every day events and situations.  
Example: Teacher creates inquisitive situations.

11. With prompting and support, identify the main topic and retell key details of a text. [RI.K.2]

**Objectives:**

- ELA K.11.1:** Draw a picture about the main topic of a text.
- ELA K.11.2:** Identify pictures showing key details of a text.
- ELA K.11.3:** Point to the picture showing main topic.
- ELA K.11.4:** Identify details about every day events and situations.

12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.K.3]

**Objectives:**

- ELA K.12.1:** Respond to questions about connections between two real-life people, objects, or actions in pictures.
- ELA K.12.2:** Describe real-life people, objects, and actions.
- ELA K.12.3:** Identify pictures of people, objects, and actions.
- ELA K.12.4:** Sort pictures of people, objects, and actions.

## Craft and Structure

13. With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4]

**Objectives:**

- ELA K.13.1:** Connect new vocabulary with prior educational and/or real-life experiences.  
**ELA K.13.2:** Use new vocabulary words correctly within the context of play or other classroom experiences.  
**ELA K.13.3:** Ask questions about real-life objects and actions.  
**ELA K.13.4:** Answer questions about real-life objects and actions.  
**ELA K.13.5:** Name a variety of pictures/objects and/or actions in the natural environment.

14. Identify the front cover, back cover, and title page of a book. [RI.K.5]

**Objectives:**

- ELA K.14.1:** Define title as the name of a story.  
**ELA K.14.2:** Hold books in upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right).

15. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. [RI.K.6]

**Objectives:**

- ELA K.15.1:** Locate the names of the author and illustrator of a story.  
**ELA K.15.2:** Describe the illustrator as the person who draws or captures the pictures in a story.  
**ELA K.15.3:** Describe the author as the person who writes a story.  
**ELA K.15.4:** Hold books in upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right).

## Integration of Knowledge and Ideas

16. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). [RI.K.7]

**Objectives:**

- ELA K.16.1:** Use and interpret illustrations to gain meaning.  
**ELA K.16.2:** Draw pictures to generate, represent, and express ideas or share information.  
**ELA K.16.3:** Name a variety of pictures/objects and/or actions in the natural environment.

17. With prompting and support, identify the reasons an author gives to support points in a text. [RI.K.8]

**Objectives:**

- ELA K.17.1:** Retell key details in a text.  
**ELA K.17.2:** Identify details in an illustration.

18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.K.9]

**Objectives:**

- ELA K.18.1:** Identify same and different through the use of pictures.  
**ELA K.18.2:** Answer questions about text read aloud.  
**ELA K.18.3:** Listen to text read aloud.

### Range of Reading and Level of Text Complexity

19. Actively engage in group reading activities with purpose and understanding. [RI.K.10]

**Objectives:**

- ELA K.19.1:** Listen to book being read and/or to class discussions in order to answer related questions correctly.  
**ELA K.19.2:** Listen to and look at entire book being read or class discussion.  
**ELA K.19.3:** Demonstrate an interest in stories or class discussions by making appropriate facial expressions.  
**ELA K.19.4:** Look attentively at face of speaker and/or book during story time.  
**ELA K.19.5:** Turn head and body towards person who is speaking.

### Reading Standards: Foundational Skills

#### Print Concepts

20. Demonstrate understanding of the organization and basic features of print. [RF.K.1]
- Follow words from left to right, top to bottom, and page by page. [RF.K.1a]
  - Recognize that spoken words are represented in written language by specific sequences of letters. [RF.K.1b]
  - Understand that words are separated by spaces in print. [RF.K.1c]
  - Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]

**Objectives:**

- ELA K.20.1:** Point to letters when directed.  
**ELA K.20.2:** Match upper- and lowercase letters.  
**ELA K.20.3:** Sort letters from numbers and other symbols.  
**ELA K.20.4:** Point to words as they are being read.  
**ELA K.20.5:** Recognize that printed material conveys meaning and connects to the reader's world.  
**ELA K.20.6:** Recognize print in the environment.

#### Phonological Awareness

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]
- Recognize and produce rhyming words. [RF.K.2a]
  - Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]
  - Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). (Words, syllables, or phonemes written in /slashes/ refer to their

pronunciation or phonology). Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word). [RF.K.2d]

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. [RF.K.2e]

**Objectives:**

- ELA K.21.1:** Identify medial sounds in words.  
**ELA K.21.2:** Identify final sounds in words.  
**ELA K.21.3:** Identify initial sounds in words.  
**ELA K.21.4:** Understand that words are made up of one or more syllables.  
 Example: Clap two-syllable words.  
**ELA K.21.5:** Imitate rhyming sounds.  
**ELA K.21.6:** Recognize patterns of sounds in songs, storytelling, and poetry.  
**ELA K.21.7:** Repeating songs, poems, and stories with repeated rhyme.

### Phonics and Word Recognition

22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. [RF.K.3a]
  - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]
  - Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). [RF.K.3c]
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d]

**Objectives:**

- ELA K.22.1:** Reproduce the long and short sounds of the five major vowels.  
**ELA K.22.2:** Match written sight words.  
**ELA K.22.3:** Mimic pronunciation and spelling of common high-frequency words.  
**ELA K.22.4:** Match letter names to letter sounds.  
**ELA K.22.5:** Point to named letter when directed.  
**ELA K.22.6:** Recognize own name in print.

### Fluency

23. Read emergent-reader texts with purpose and understanding. [RF.K.4]

**Objectives:**

- ELA K.23.1:** Identify who and what the story is mostly about.  
**ELA K.23.2:** Accurately blend and read CVC words/word patterns.  
**ELA K.23.3:** Recognize common high-frequency words.

## Writing Standards

### Text Types and Purposes

24. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). [W.K.1]

**Objectives:**

- ELA K.24.1:** Draw pictures to generate, represent, and express ideas or share information.  
**ELA K.24.2:** Orally describe or tell about a picture.  
**ELA K.24.3:** Use shapes, letter-like symbols, and letters to represent words or ideas.  
**ELA K.24.4:** Dictate ideas to an adult.

25. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. [W.K.2]

**Objectives:**

- ELA K.25.1:** Draw pictures to generate, represent, and express ideas or share information.  
**ELA K.25.2:** Orally describe or tell about a picture.  
**ELA K.25.3:** Use shapes, letter-like symbols, and letters to represent words or ideas.  
**ELA K.25.4:** Dictate ideas to an adult.

26. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]

**Objectives:**

- ELA K.26.1:** Sequence pictures of events in the order in which they occurred.  
**ELA K.26.2:** Draw pictures to generate, represent, and express ideas or share information.  
**ELA K.26.3:** Orally describe or tell about a picture.  
**ELA K.26.4:** Use shapes, letter-like symbols, and letters to represent words or ideas.  
**ELA K.26.5:** Dictate ideas to an adult.

### Production and Distribution of Writing

27. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [W.K.5]

**Objectives:**

- ELA K.27.1:** Dictate details to strengthen the piece.  
**ELA K.27.2:** Identify details with prompts.

28. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]

**Objectives:**

- ELA K.28.1:** Explore keyboarding, and other types of technology used to produce writing.  
**ELA K.28.2:** Show interest in a variety of digital tools to produce and publish writing.

## Research to Build and Present Knowledge

29. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). [W.K.7]

**Objectives:**

- ELA K.29.1:** State how they will contribute.  
Example: Work they will do
- ELA K.29.2:** State their role.  
Example: Job on the team
- ELA K.29.3:** Recall knowledge from their own background.
- ELA K.29.4:** Discuss shared research and writing projects.
- ELA K.29.5:** Show an interest in writing projects.

30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.K.8]

**Objectives:**

- ELA K.30.1:** Discuss common experiences.
- ELA K.30.2:** Show interest in a variety of informational sources.
- ELA K.30.3:** Prompt with pictures to illicit recall from life experiences.

## Speaking and Listening Standards

## Comprehension and Collaboration

31. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. [SL.K.1]
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]
  - Continue a conversation through multiple exchanges. [SL.K.1b]

**Objectives:**

- ELA K.31.1:** Use language to express ideas in complete sentences with support of sentence stems as needed.
- ELA K.31.2:** Remember spoken information for a short period of time.
- ELA K.31.3:** Listen with comprehension and follow two-step directions.
- ELA K.31.4:** Listen with comprehension and follow one-step directions.
- ELA K.31.5:** Nod or use facial expressions to indicate answer to question.



32. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [SL.K.2]

**Objectives:**

- ELA K.32.1:** Listen to book being read and/or to class discussions in order to answer related questions correctly.  
**ELA K.32.2:** Listen to and look at entire book being read or class discussions.  
**ELA K.32.3:** Demonstrate interest in stories or class discussions by making appropriate facial expressions.  
**ELA K.32.4:** Look attentively at face of speaker or book during story time.  
**ELA K.32.5:** Nod or use facial expression to indicate answer to question.  
**ELA K.32.6:** Turn head toward person who is speaking.

33. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. [SL.K.3]

**Objectives:**

- ELA K.33.1:** Demonstrate strategies for asking questions.  
**ELA K.33.2:** With assistance or prompting, ask questions.  
**ELA K.33.3:** Respond to questions presented with prompts.  
**ELA K.33.4:** Respond to yes/no questions.  
**ELA K.33.5:** Nod or use facial expression to indicate answer to question.

### **Presentation of Knowledge and Ideas**

34. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. [SL.K.4]

**Objectives:**

- ELA K.34.1:** Describe familiar actions.  
**ELA K.34.2:** Describe familiar objects.  
**ELA K.34.3:** Describe familiar people.  
**ELA K.34.4:** Identify and sort common people, objects, and actions.

35. Add drawings or other visual displays to descriptions as desired to provide additional detail. [SL.K.5]

**Objectives:**

- ELA K.35.1:** Dictate details.  
**ELA K.35.2:** Identify details with prompts.  
**ELA K.35.3:** Experiment with a variety of writing tools, materials, and surfaces.

36. Speak audibly and express thoughts, feelings, and ideas clearly. [SL.K.6]

**Objectives:**

- ELA K.36.1:** Fully participate in conversations with others.  
**ELA K.36.2:** Participate in conversations on limited basis with peers or adults.  
**ELA K.36.3:** Imitate sounds or words of others.  
**ELA K.36.4:** Vocalize/use jargon when talked to by peers or adults.

## Language Standards

**Conventions of Standard English**

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1]
- Print many uppercase and lowercase letters. [L.K.1a]
  - Use frequently occurring nouns and verbs. [L.K.1b]
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). [L.K.1c]
  - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). [L.K.1d]
  - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). [L.K.1e]
  - Produce and expand complete sentences in shared language activities. [L.K.1f]

**Objectives:**

- ELA K.37a.1:** Trace letters accurately.
- ELA K.37a.2:** Combine purposeful marks to form letters.
- ELA K.37a.3:** Make purposeful marks such as lines and circles.
- ELA K.37a.4:** Spontaneously scribble using linear marks and circular marks.
- ELA K.37a.5:** Cooperate in holding writing tool in a fist or immature grip (hand-over-hand).
- ELA K.37b.1:** Use pictures to sort nouns and verbs.  
Example: sort action pictures and people, places and things.
- ELA K.37c.1:** Use pictures to differentiate between singular and plural nouns.
- ELA K.37d.1:** Respond appropriately to question words using pictures or manipulative.
- ELA K.37d.2:** Discuss and define question words.
- ELA K.37e.1:** Demonstrate the use of the most frequently occurring prepositions.  
Example: show me the ball under the table.
- ELA K.37f.1:** Use four-to-five word phrases.
- ELA K.37f.2:** Use two-to-three word phrases.
- ELA K.37f.3:** Use single words.

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2]
- Capitalize the first word in a sentence and the pronoun *I*. [L.K.2a]
  - Recognize and name end punctuation. [L.K.2b]
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes). [L.K.2c]
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. [L.K.2d]

**Objectives:**

- ELA K.38a.1:** Discuss and identify a sentence.  
**ELA K.38a.2:** Discuss and identify a word.  
**ELA K.38a.3:** Write upper case and lower case letters.  
**ELA K.38a.4:** Differentiate upper case and lower case letters.
- ELA K.38b.1:** Discuss and identify an exclamation point.  
**ELA K.38b.2:** Discuss and identify a question mark.  
**ELA K.38b.3:** Discuss and identify a period.  
**ELA K.38b.4:** Locate end punctuation in a sentence.
- ELA K.38c.1:** Respond verbally or point to correct letter when given phoneme.  
**ELA K.38c.2:** Combine purposeful marks to form letters.  
**ELA K.38c.3:** Make purposeful marks such as lines and circles.  
**ELA K.38c.4:** Spontaneously scribble using linear marks and circular marks.  
**ELA K.38c.5:** Cooperate in holding writing tool in a fist or immature grip (hand-over-hand).
- ELA K.38d.1:** Write the correct letter when given a phoneme.  
**ELA K.38d.2:** Respond verbally or point to correct letter when given phoneme.  
**ELA K.38d.3:** Differentiate between the initial, medial, and final sounds in spoken CVC words.

### Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. [L.K.4]
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). [L.K.4a]
  - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. [L.K.4b]

**Objectives:**

- ELA K.39.1:** Identify that inflections and affixes change the meaning of words.  
 Example: unhappy has a different meaning than happy because of the suffix un-
- ELA K.39.2:** Match pictures of multiple meaning words.  
 Example: match the picture of the baseball bat to the picture of the black bat
- ELA K.39.3:** Identify the item or object in pictures of multiple meaning words.

40. With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5]
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a]
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b]
  - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). [L.K.5c]
  - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. [L.K.5d]

**Objectives:**

**ELA K.40.1:** Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meanings.

**ELA K.40.2:** Match opposites with pictures.

41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]

**Objectives:**

**ELA K.41.1:** Connect new vocabulary with prior educational experiences.

**ELA K.41.2:** Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.

**ELA K.41.3:** Spontaneously name pictures, objects or actions.

**ELA K.41.4:** Point to and imitatively name pictures, objects, or actions.

**ELA K.41.5:** Point to picture, object, or action when requested by name.


## Grade 1

Students will:

### Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions about key details in a text. [RL.1.1]

- a. Make predictions from text clues. 

**Objectives:**

**ELA 1.1.1:** With prompting and support, ask and answer questions about key details in a text.

**ELA 1.1.2:** Make predictions to determine main idea and anticipate an ending.

**ELA 1.1.3:** Answer “wh” and “how” questions to organize thoughts about the text.  
Examples: who, what, when, where, why

**ELA 1.1.4:** Use language to express ideas in complete sentences (with support of sentence stems as needed).

**ELA 1.1.5:** Mimic songs, poems, and stories with repeated rhyme.

**ELA 1.1.6:** Listen with comprehension and follow two-step directions.

**ELA 1.1.7:** Listen with comprehension and follow one-step directions.

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. [RL.1.2]

**Objectives:**

**ELA 1.2.1:** With prompting and support, demonstrate understanding of the central message.

**ELA 1.2.2:** With prompting and support, retell familiar stories, including key details.

**ELA 1.2.3:** Identify the beginning, middle, and end of a story.

**ELA 1.2.4:** Match pictures that relate to the story.

**ELA 1.2.5:** Recall events in daily life.

3. Describe characters, settings, and major events in a story, using key details. [RL.1.3]

**Objectives:**

**ELA 1.3.1:** Identify characters, settings, and major events in a story.

**ELA 1.3.2:** Draw a picture or written response to a read-aloud that identifies the who or what of the story.

**ELA 1.3.3:** Recall the major events in the story.

**ELA 1.3.4:** Recall the setting of a story.

**ELA 1.3.5:** Recall the characters in a story.

**ELA 1.3.6:** Identify picture or familiar person in a story.

## Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [RL.1.4]

**Objectives:**

**ELA 1.4.1:** Identify feelings and senses.

**ELA 1.4.2:** Name feelings and senses associated with pictures.

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. [RL.1.5]

**Objectives:**

**ELA 1.5.1:** Differentiate between storybooks versus informational text.

**ELA 1.5.2:** Differentiate between real and not real.

Example: Fiction and nonfiction

**ELA 1.5.3:** Recognize common types of texts (e.g., storybooks, poems).

6. Identify who is telling the story at various points in a text. [RL.1.6]

**Objectives:**

**ELA 1.6.1:** With prompting and support, identify characters, settings, and major events in a story.

**ELA 1.6.2:** Match characters to the story.

## Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]

**Objectives:**

**ELA 1.7.1:** With prompting and support, retell familiar stories, including key details.

**ELA 1.7.2:** With prompting and support, identify characters, settings, and major events in a story.

**ELA 1.7.3:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

8. Compare and contrast the adventures and experiences of characters in stories. [RL.1.9]

**Objectives:**

**ELA 1.8.1:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**ELA 1.8.2:** Identify same and different.

**ELA 1.8.3:** Identify the actions of the characters in the story.

**ELA 1.8.4:** Recall the characters in the story.

### Range of Reading and Level of Text Complexity

9. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. [RL.1.10]

**Objectives:**

- ELA 1.9.1:** Read simple sentences containing rhyming words.  
**ELA 1.9.2:** Repeat prose and poetry read aloud.  
**ELA 1.9.3:** Listen to prose and poetry read aloud.

### Reading Standards for Informational Text

#### Key Ideas and Details

10. Ask and answer questions about key details in a text. [RI.1.1]

**Objectives:**

- ELA 1.10.1:** With prompting and support, ask and answer questions about key details in a text.  
**ELA 1.10.2:** Identify the concept of questions and statements.  
**ELA 1.10.3:** Identify the difference between a question and a statement.  
**ELA 1.10.4:** Respond to questions about details in a text.  
**ELA 1.10.5:** Respond to yes or no questions about details in a text.  
**ELA 1.10.6:** Ask questions about the environment.  
 Example: Teacher creates inquisitive situations

11. Identify the main topic and retell key details of a text. [RI.1.2]

**Objectives:**

- ELA 1.11.1:** With prompting and support, identify the main topic and retell key details of a text.  
**ELA 1.11.2:** Describe a picture showing the main topic and key details of a text.  
**ELA 1.11.3:** Point to pictures showing key details of a text.  
**ELA 1.11.4:** Draw a picture about the topic of a text.  
**ELA 1.11.5:** Point to the picture showing main topic.

12. Describe the connection between two individuals, events, ideas, or pieces of information in a text. [RI.1.3]

**Objectives:**

- ELA 1.12.1:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
**ELA 1.12.2:** Describe the connections between real-life people, objects, and actions in pictures.  
**ELA 1.12.3:** Describe real-life actions.  
**ELA 1.12.4:** Describe real-life objects.  
**ELA 1.12.5:** Describe real-life people.  
**ELA 1.12.6:** Identify and sort common people, objects, and actions.

## Craft and Structure

13. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. [RI.1.4]

**Objectives:**

**ELA 1.13.1:** With prompting and support, ask and answer questions about unknown words in a text.

**ELA 1.13.2:** Connect new vocabulary with prior educational and/or real-life experiences.

**ELA 1.13.3:** Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.

**ELA 1.13.4:** Name a variety of pictures/objects and/or actions in the natural environment.

14. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. [RI.1.5]

**Objectives:**

**ELA 1.14.1:** Locate various text features.

**ELA 1.14.2:** Recall information from illustrations or text.

**ELA 1.14.3:** Recognize printed material as containing information.

15. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. [RI.1.6]

**Objectives:**

**ELA 1.15.1:** Use and interpret illustrations to gain meaning.

**ELA 1.15.2:** Retell key details in a text.

**ELA 1.15.3:** Identify details in an illustration.

**ELA 1.15.4:** Listen to book being read and/or to class discussions in order to answer related questions correctly.

## Integration of Knowledge and Ideas

16. Use the illustrations and details in a text to describe its key ideas. [RI.1.7]

**Objectives:**

**ELA 1.16.1:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELA 1.16.2:** With prompting and support, retell familiar stories, including key details.

**ELA 1.16.3:** Respond to questions about details in a text.

**ELA 1.16.4:** With prompting and support, identify the main topic and retell key details of a text.

**ELA 1.16.5:** Describe a picture showing the main topic and key details of a text.

**ELA 1.16.6:** Point to pictures showing key details of a text.

**ELA 1.17.7:** Draw a picture about the topic of a text.



17. Identify the reasons an author gives to support points in a text. [RI.1.8]

**Objectives:**

- ELA 1.17.1:** With prompting and support, identify the reasons an author gives to support points in a text.  
**ELA 1.17.2:** Retell key details in a text.  
**ELA 1.17.3:** Identify details in an illustration.

18. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). [RI.1.9]

**Objectives:**

- ELA 1.18.1:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
**ELA 1.18.2:** Identify same and different through the use of pictures.  
**ELA 1.18.3:** Answer questions about text read aloud.  
**ELA 1.18.4:** Listen to text read aloud.

### Range of Reading and Level of Text Complexity

19. With prompting and support, read informational texts appropriately complex for Grade 1. [RI.1.10]

**Objectives:**

- ELA 1.19.1:** Read informational passages containing simple sentences.  
**ELA 1.19.2:** Repeat informational text read aloud.  
**ELA 1.19.3:** Listen to informational text read aloud.

### Reading Standards: Foundational Skills

#### Print Concepts

20. Demonstrate understanding of the organization and basic features of print. [RF.1.1]  
 a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [RF.1.1a]

**Objectives:**

- ELA 1.20.1:** Identify sentences as consisting of words.  
**ELA 1.20.2:** Follow words from left to right, top to bottom, and page-by-page.  
**ELA 1.20.3:** Recognize that spoken words are represented in written language by specific sequences of letters.  
**ELA 1.20.4:** Identify that words are separated by spaces.  
**ELA 1.20.5:** Recognize and name all upper case and lower case letters of the alphabet.  
**ELA 1.20.6:** Recognize that printed material conveys meaning and connects to the readers' world.  
**ELA 1.20.7:** Recognize print in the environment.

## Phonological Awareness

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.1.2]
- Distinguish long from short vowel sounds in spoken single-syllable words. [RF.1.2a]
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. [RF.1.2b]
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. [RF.1.2c]
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). [RF.1.2d]

### Objectives:

**ELA 1.21.1:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**ELA 1.21.2:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/). (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word).

**ELA 1.21.3:** Blend and segment onsets and rimes of single-syllable spoken words.

**ELA 1.21.4:** Count, pronounce, blend, and segment syllables in spoken words.

**ELA 1.21.5:** Recognize and produce rhyming words.

## Phonics and Word Recognition

22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.1.3]
- Know the spelling-sound correspondences for common consonant digraphs. [RF.1.3a]
  - Decode regularly spelled one-syllable words. [RF.1.3b]
  - Know finale and common vowel team conventions for representing long vowel sounds. [RF.1.3c]
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d]
  - Decode two-syllable words following basic patterns by breaking the words into syllables. [RF.1.3e]
  - Read words with inflectional endings. [RF.1.3f]
  - Recognize and read grade-appropriate irregularly spelled words. [RF.1.3g]

### Objectives:

**ELA 1.22.1:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**ELA 1.22.2:** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**ELA 1.22.3:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

**ELA 1.22.4:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**ELA 1.22.5:** Reproduce the long and short sounds of the five major vowels.

**ELA 1.22.6:** Match letter names to letter sounds.

## Fluency


23. Read with sufficient accuracy and fluency to support comprehension. [RF.1.4]
- Read on-level text with purpose and understanding. [RF.1.4a]
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b]
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]

### Objectives:

- ELA 1.23.1:** Read emergent-reader texts with purpose and understanding.  
**ELA 1.23.2:** Identify who and what the story is mostly about.  
**ELA 1.23.3:** Accurately blend and read CVC.  
**ELA 1.23.4:** Recognize common high-frequency words.

## Writing Standards

### Text Types and Purposes

24. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [W.1.1]
- Write simple poems addressing a topic. 

### Objectives:

- ELA 1.24.1:** Conclude thoughts.  
**ELA 1.24.2:** Differentiate between fact and opinion.  
**ELA 1.24.3:** Write simple sentences that convey meaning.  
**ELA 1.24.4:** Express opinion and ideas verbally.  
**ELA 1.24.5:** State a preference.  
**ELA 1.24.6:** Purposefully make a choice.

25. Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]

### Objectives:

- ELA 1.25.1:** Conclude thoughts.  
**ELA 1.25.2:** Differentiate between fact and opinion.  
**ELA 1.25.3:** Write simple sentences that convey meaning.  
**ELA 1.25.4:** Express key details orally.  
**ELA 1.25.5:** Identify details in an illustration.

26. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]

### Objectives:

- ELA 1.26.1:** Write simple sentences that convey meaning to recount one sequenced event.  
**ELA 1.26.2:** Use temporal words with pictures to demonstrate order of events  
 Example: When riding a bike, there is a stop sign ahead, what will you do *when* you get there. If you do not stop, *then* what will happen?  
**ELA 1.26.3:** Sequence pictures of events in the order in which they occurred.

## Production and Distribution of Writing

27. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. [W.1.5]

**Objectives:**

- ELA 1.27.1:** Write simple sentences that convey meaning.  
**ELA 1.27.2:** Dictate details to strengthen the topic.  
**ELA 1.27.3:** Identify descriptive words.  
**ELA 1.27.4:** Orally describe a picture telling the main topic and key details.

28. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.1.6]

**Objectives:**

- ELA 1.28.1:** Explore with guidance and support the use of technology and keyboarding.  
**ELA 1.28.2:** Demonstrate an interest in a variety of digital tools to produce and publish.  
 Example: Inquire about a variety of digital tools.

## Research to Build and Present Knowledge

29. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). [W.1.7]

**Objectives:**

- ELA 1.29.1:** State how they will contribute.  
 Example: Work they will do  
**ELA 1.29.2:** State their role.  
 Example: Job on the team  
**ELA 1.29.3:** Recall knowledge from their own background.  
**ELA 1.29.4:** Discuss shared research and writing projects.  
**ELA 1.29.5:** Demonstrate interest in writing projects.

30. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [W.1.8]

**Objectives:**

- ELA 1.30.1:** Discuss common experiences.  
**ELA 1.30.2:** Explore a variety of informational sources.  
**ELA 1.30.3:** Show interest in a variety of informational sources.  
**ELA 1.30.4:** Prompt with pictures to illicit recall from real life experiences.

## Speaking and Listening Standards

**Comprehension and Collaboration**

31. Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and larger groups. [SL.1.1]
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a]
  - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b]
  - Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c]

**Objectives:**

- ELA 1.31.1:** Use language to express ideas in complete sentences.  
**ELA 1.31.2:** Use language to express ideas in words and phrases.  
**ELA 1.31.3:** Listen with comprehension and follow multiple step directions.  
**ELA 1.31.4:** Listen with comprehension and follow two-step directions.

32. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2]

**Objectives:**

- ELA 1.32.1:** Recount or describe details about what they heard.  
**ELA 1.32.2:** Listen carefully to a text read aloud or presented through other media.  
**ELA 1.32.3:** With assistance and/or prompting ask and answer questions.

33. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

**Objectives:**

- ELA 1.33.1:** Demonstrate strategies for asking questions.  
**ELA 1.33.2:** With assistance and/or prompting ask questions.  
**ELA 1.33.3:** Respond to questions presented with prompts.  
**ELA 1.33.4:** Respond to yes/no questions.

**Presentation of Knowledge and Ideas**

34. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]

**Objectives:**

- ELA 1.34.1:** Identify feelings using pictures.  
**ELA 1.34.2:** Identify descriptive words.  
**ELA 1.34.3:** Describe actions.  
**ELA 1.34.4:** Describe objects.  
**ELA 1.34.5:** Describe people.  
**ELA 1.34.6:** Identify and sort people, objects, and actions.

35. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]

**Objectives:**

**ELA 1.35.1:** Articulate feelings.

**ELA 1.35.2:** Dictate details.

**ELA 1.35.3:** Identify descriptive words.

**ELA 1.35.4:** Utilize a variety of writing tools, materials, and surfaces.

36. Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standard 37 for specific expectations). [SL.1.6]

**Objectives:**

**ELA 1.36.1:** Increasingly produce sentences in length and grammatical complexity.

**ELA 1.36.2:** Use four-to-five word phrases when appropriate to task and situation.

**ELA 1.36.3:** Use two-to-three word phrases when appropriate to task and situation.

**ELA 1.36.4:** Use single words appropriate to task and situation.

## Language Standards

**Conventions of Standard English**

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.1.1]
- Print all uppercase and lowercase letters. [L.1.1a]
  - Use common, proper, and possessive nouns. [L.1.1b]
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). [L.1.1c]
  - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). [L.1.1d]
  - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). [L.1.1e]
  - Use frequently occurring adjectives. [L.1.1f]
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). [L.1.1g]
  - Use determiners (e.g., articles, demonstratives). [L.1.1h]
  - Use frequently occurring prepositions (e.g., *during, beyond, toward*). [L.1.1i]
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j]

**Objectives:**

- ELA 1.37a.1:** Trace letters with accuracy.  
**ELA 1.37a.2:** Use finger to make the motions of creating letters.  
 Example: Use instant pudding or shaving cream to write letters.  
**ELA 1.37a.3:** Combine purposeful marks such as lines and circles.  
**ELA 1.37a.4:** Grasp writing tool and make marks.

**Objectives:**

- ELA 1.37b.1:** Sort common, proper and possessive nouns in written form.  
**ELA 1.37b.2:** Demonstrate possessive nouns verbally.  
 Example: “The paperclip”, “Heather’s paperclip”  
**ELA 1.37b.3:** Identify possessive nouns.  
**ELA 1.37b.4:** Sort common and proper nouns in written form.  
**ELA 1.37b.5:** Identify proper nouns  
 Example: Such as in the child’s first and last name.  
**ELA 1.37b.6:** Sort pictures of common nouns and action verbs.  
**ELA 1.37b.7:** Identify common nouns.

**Objectives:**

- ELA 1.37c.1:** Demonstrate matching of singular and plural nouns with verbs utilizing pictures and real word experiences.  
 Example: Point to the picture that shows “He hops”, “We hop”  
**ELA 1.37c.2:** Identify verbs.  
**ELA 1.37c.3:** Differentiate between singular and plural nouns using pictures and real word manipulative.  
**ELA 1.37c.4:** Identify singular and plural nouns.

**Objectives:**

- ELA 1.37d.1:** With prompting and support, write sentences using personal, possessive and indefinite pronouns accurately.
- ELA 1.37d.2:** With prompting and support, match pictures or real-world examples showing utilizing personal, possessive and indefinite pronouns with sentences. Example: Show me: “She went to the store”; “They went to the store”
- ELA 1.37d.3:** Engage in conversation accurately utilizing personal, possessive and indefinite pronouns.

**Objectives:**

- ELA 1.37e.1:** Write simple sentences utilizing a graphic organizer.
- ELA 1.37e.2:** Independently utilize a graphic organizer to generate adjectives.
- ELA 1.37e.3:** With prompting and support utilize graphic organizers to generate adjectives.
- ELA 1.37e.4:** Describe a picture using common adjectives.

**Objectives:**

- ELA 1.37f.1:** With prompting and support, write sentences using past, present and future verbs.
- ELA 1.37f.2:** With prompting and support, match pictures or real-world examples showing past, present and future verbs with sentences. Example: “She will eat the pizza.”, “She is eating the pizza.”, and “She ate the pizza”
- ELA 1.37f.3:** Engage in conversation accurately utilizing past, present and future verbs.

**Objectives:**

- ELA 1.37g.1:** With prompting and support, write sentences using correct conjunctions.
- ELA 1.37g.2:** Choose correct conjunction given choices.
- ELA 1.37g.3:** Engage in conversation accurately utilizing conjunctions.

**Objectives:**

- ELA 1.37h.1:** With prompting and support, write sentences using correct determiners.
- ELA 1.37h.2:** Choose correct determiner given choices.
- ELA 1.37h.3:** Engage in conversation accurately utilizing determiners.

**Objectives:**

- ELA 1.37i.1:** With prompting and support, write sentences using frequently occurring prepositions.
- ELA 1.37i.2:** Choose correct prepositions given choices.
- ELA 1.37i.3:** Engage in conversation accurately utilizing frequently occurring prepositions.

**Objectives:**

- ELA 1.37j.1:** With support, speak or write a simple declarative, interrogative, imperative, and exclamatory sentence given a prompt.
- ELA 1.37j.2:** Identify an exclamation.
- ELA 1.37j.3:** Identify a command.
- ELA 1.37j.4:** Differentiate between statements and questions.
- ELA 1.37j.5:** Mimic statements, questions, commands and exclamations.



38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.1.2]
- Capitalize dates and names of people. [L.1.2a]
  - Use end punctuation for sentences. [L.1.2b]
  - Use commas in dates and to separate single words in a series. [L.1.2c]
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d]
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e]

**Objectives:**

- ELA 1.38a.1:** Identify months and days of the week.  
**ELA 1.38a.2:** Identify proper nouns.  
**ELA 1.38a.3:** Write upper case and lower case letters.  
**ELA 1.38a.4:** Differentiate between upper case and lower case letters.

**Objectives:**

- ELA 1.38b.1:** With support use correct end punctuation when writing simple sentences.  
**ELA 1.38b.2:** Write simple sentences.  
**ELA 1.38b.3:** Identify a question mark.  
**ELA 1.38b.4:** Identify a period.  
**ELA 1.38b.5:** Locate end punctuation in a sentence.

**Objectives:**

- ELA 1.38c.1:** With support use commas in dates and to separate single words in a series  
**ELA 1.38c.2:** Identify a comma.  
**ELA 1.38c.3:** Locate a comma in a sentence.


**Objectives:**

- ELA 1.38.d.1:** Fluently read grade level sight words.  
**ELA 1.38.d.2:** Fluently read kindergarten sight words.

**Objectives:**

- ELA 1.38.e.1:** With guidance and support from adults, spell untaught words phonetically.  
**ELA 1.38.e.2:** Write the correct letter when given a phoneme.  
**ELA 1.38.e.3:** Respond verbally or point to correct letter when given phoneme.  
**ELA 1.38.e.4:** Differentiate between initial, medial, and final sounds in spoken CVC words.

## Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 1 reading and content*, choosing flexibly from an array of strategies. [L.1.4]
- Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a]
  - Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b]
  - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). [L.1.4c]
  - Apply alphabetical order to the first letter of words to access information. 

### Objectives:

- ELA 1.39.a.1:** Identify unknown words in sentence phrases.  
**ELA 1.39.a.2:** Fluently read and comprehend complex sentences.  
**ELA 1.39.a.3:** With guidance and support, read and comprehend complex sentences.  
**ELA 1.39.a.4:** Read and comprehend a complex sentence with the use of pictures.  
**ELA 1.39.a.5:** Read unknown vocabulary words below and on grade level.

### Objectives:

- ELA 1.39.b.1:** Identify meanings for familiar words using pictures.  
**ELA 1.39.b.2:** Engage in conversation using frequently occurring affixes.

### Objectives:

- ELA 1.39.c.1:** Listen and understand a variety of dialects in formal and informal usage.  
**ELA 1.39.c.2:** Match pictures of frequently occurring root words to the actual root word.

### Objectives:

- ELA 1.39.d.1:** Identify alphabetical order.  
**ELA 1.39.d.2:** Identify and apply positional words.

40. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5]
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]
  - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). [L.1.5b]
  - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). [L.1.5c]
  - Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. [L.1.5d]

### Objectives:

- ELA 1.40.1:** Sort simple objects.  
**ELA 1.40.2:** Demonstrate categorizing.  
**ELA 1.40.3:** Engage in conversation in real life situations.  
**ELA 1.40.4:** Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meanings.

41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). [L.1.6]

**Objectives:**


- ELA 1.41.1:** With prompting and support, write sentences using correct conjunctions.  
**ELA 1.41.2:** Choose correct conjunction given choices.  
**ELA 1.41.3:** Engage in conversation accurately utilizing conjunctions.  
**ELA 1.41.4:** Connect new vocabulary with prior educational experiences.  
**ELA 1.41.5:** Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.  
**ELA 1.41.6:** Spontaneously name pictures, objects or actions.

## Grade 2

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RL.2.1]
  - a. Infer the main idea and supporting details in narrative texts. 

**Objectives:**

- ELA 2.1.1:** Ask and answer questions about key details in a text.
- ELA 2.1.2:** Make predictions from text clues to determine main idea and anticipate an ending.
- ELA 2.1.3:** With prompting and support, ask and answer questions about key details in text.
- ELA 2.1.4:** Answer “wh” and “how” questions to organize thoughts about the text.  
Examples: who, what, when, where, why
- ELA 2.1.5:** Use language to express ideas in complete sentences (with support of sentence stems as needed).
- ELA 2.1.6:** Listen for comprehension and follow one and two-step directions.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]

**Objectives:**

- ELA 2.2.1:** Recognize the characteristics of fables and folktales.
- ELA 2.2.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELA 2.2.3:** With prompting and support, demonstrate understanding of the central message.
- ELA 2.2.4:** With prompting and support, retell familiar stories, including key details.
- ELA 2.2.5:** Identify the beginning, middle, and end of a story.
- ELA 2.2.6:** Match pictures that relate to the story.
- ELA 2.2.7:** Recall events in daily life.

3. Describe how characters in a story respond to major events and challenges. [RL.2.3]

**Objectives:**

- ELA 2.3.1:** Describe characters, settings, and major events in a story, using key details.
- ELA 2.3.2:** Identify characters, settings, and major events in a story.
- ELA 2.3.3:** Draw a picture or written response to a read-aloud that identifies the who or what of the story.
- ELA 2.3.4:** Recall the major events in the story.
- ELA 2.3.5:** Recall the setting of a story.
- ELA 2.3.6:** Recall the characters in a story.

## Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]

**Objectives:**

- ELA 2.4.1:** Give an example of alliteration.  
**ELA 2.4.2:** Identify alliteration in stories, poems, or songs.  
**ELA 2.4.3:** Identify the concept of alliteration.  
**ELA 2.4.4:** Repeat words and phrases with regular beats, alliteration, rhymes, and repeated lines in stories, poems, or songs.

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]

**Objectives:**

- ELA 2.5.1:** Describe the beginning, middle, and end of a story.  
**ELA 2.5.2:** Identify the beginning, middle, and end of a story.  
**ELA 2.5.3:** Sequence events.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]

**Objectives:**

- ELA 2.6.1:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
**ELA 2.6.2:** Identify who is telling the story at various points in a text.  
**ELA 2.6.3:** With prompting and support, identify characters, settings, and major events in a story.

## Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]

**Objectives:**

- ELA 2.7.1:** Identify the plot of a text.  
**ELA 2.7.2:** Sequence the events in a story.  
**ELA 2.7.3:** Use illustrations and details in a story to describe its characters, setting, or events.  
**ELA 2.7.4:** With prompting and support, retell familiar stories, including key details.  
**ELA 2.7.5:** With prompting and support, identify characters, settings, and major events in a story.  
**ELA 2.7.6:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]

**Objectives:**

- ELA 2.8.1:** Compare and contrast the adventures and experiences of characters in stories.
- ELA 2.8.2:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- ELA 2.8.3:** Identify same and different.
- ELA 2.8.4:** Identify the actions of the characters in the story.
- ELA 2.8.5:** Recall the characters in the story.

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.2.10]

**Objectives:**

- ELA 2.9.1:** Read and comprehend literature, including stories and poetry of appropriate complexity for Grade 1.
- ELA 2.9.2:** Read emergent-reader texts with purpose and understanding.
- ELA 2.9.3:** Actively engage in group reading activities with purpose and understanding.

## Reading Standards for Informational Text

### Key Ideas and Details

10. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RI.2.1]

**Objectives:**

- ELA 2.10.1:** Ask and answer questions about key details in a text.
- ELA 2.10.2:** With prompting and support, ask and answer questions about key details in a text.
- ELA 2.10.3:** Identify the concept of questions and statements.
- ELA 2.10.4:** Identify the difference between a question and a statement.
- ELA 2.10.5:** Respond to questions about details in a text.
- ELA 2.10.6:** Respond to yes or no questions about details in a text.
- ELA 2.10.7:** Ask and answer questions about key details in a text.  
Example: Teacher creates inquisitive situations

11. Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text. [RI.2.2]

**Objectives:**

- ELA 2.11.1:** Identify the main topic and retell key details of a text.  
**ELA 2.11.2:** With prompting and support, identify the main topic and retell key details of a text.  
**ELA 2.11.3:** Describe a picture showing the main topic and key details of a text.  
**ELA 2.11.4:** Point to pictures showing key details of a text.  
**ELA 2.11.5:** Draw a picture about the topic of a text.  
**ELA 2.11.6:** Point to the picture showing main topic.

12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

**Objectives:**

- ELA 2.12.1:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.  
**ELA 2.12.2:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
**ELA 2.12.3:** Describe the connections between real-life people, objects, and actions in pictures.  
**ELA 2.12.4:** Describe real-life actions.  
**ELA 2.12.5:** Describe real-life objects.  
**ELA 2.12.6:** Describe real-life people.  
**ELA 2.12.7:** Identify and sort common people, objects, and actions.

### Craft and Structure

13. Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*. [RI.2.4]

**Objectives:**

- ELA 2.13.1:** Determine features in the text that help locate important information about what you are reading.  
 Example: heading, glossary, bold words.  
**ELA 2.13.2:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
**ELA 2.13.3:** With prompting and support, ask and answer questions about unknown words in a text.  
**ELA 2.13.4:** Connect new vocabulary with prior educational and/or real-life experiences.  
**ELA 2.13.5:** Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.  
**ELA 2.13.6:** Name a variety of pictures/objects and/or actions in the natural environment.

14. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. [RI.2.5]

**Objectives:**

**ELA 2.14.1:** Know and use headings, tables of contents, glossaries, electronic menus, icons to locate key facts or information in a text.

**ELA 2.14.2:** Locate various text features.

**ELA 2.14.3:** Recall information from illustrations or text.

**ELA 2.14.4:** Demonstrate and understand that printed material contains information.

15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]

**Objectives:**

**ELA 2.15.1:** Use the illustrations and details in a text to describe its key ideas.

**ELA 2.15.2:** Use and interpret illustrations to gain meaning.

**ELA 2.15.3:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**ELA 2.15.4:** Locate the names of the author and illustrator of a story.

### Integration of Knowledge and Ideas

16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]

**Objectives:**

**ELA 2.16.1:** Use diagrams, charts, and other specific images to gain information from a text.

**ELA 2.16.2:** Locate diagrams, charts, and other specific images to gain information from a text.

**ELA 2.16.3:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

17. Describe how reasons support specific points the author makes in a text. [RI.2.8]

**Objectives:**

**ELA 2.17.1:** Identify the reasons an author gives to support points in a text.

**ELA 2.17.2:** With prompting and support, identify the reasons an author gives to support points in a text.

**ELA 2.17.3:** Retell key details in a text.

**ELA 2.17.4:** Identify details in an illustration.



18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]

**Objectives:**

- ELA 2.18.1:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ELA 2.18.2:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ELA 2.18.3:** Identify same and different through the use of pictures.
- ELA 2.18.4:** Answer questions about text read aloud.
- ELA 2.18.5:** Listen to text read aloud.

### Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10]

**Objectives:**

- ELA 2.19.1:** With prompting and support, read informational texts appropriately complex for Grade 1.
- ELA 2.19.2:** Read informational passages containing simple sentences.
- ELA 2.19.3:** Repeat informational text read aloud.
- ELA 2.19.4:** Listen to informational text read aloud.

## Reading Standards: Foundational Skills

**Phonics and Word Recognition**

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]
  - Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]
  - Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]
  - Decode words with common prefixes and suffixes. [RF.2.3d]
  - Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]
  - Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]

**Objectives:**

**ELA 2.20a.1:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**ELA 2.20a.2:** Reproduce the long and short sounds of the five major vowels.

**ELA 2.20a.3:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

**ELA 2.20b.1:** Know and use final -e and common vowel team conventions for representing long vowel sounds.

**ELA 2.20b.2:** Identify the long vowel sounds of the five common vowels.

**ELA 2.20b.3:** Segment words with long vowel sounds.

**ELA 2.20c.1:** Decode two-syllable words with short vowels.

**ELA 2.20c.2:** Decode regularly spelled one-syllable words.

**ELA 2.20d.1:** Read words with inflectional endings.

**ELA 2.20d.2:** Identify inflectional endings.

**ELA 2.20f.1:** Recognize and read first grade irregularly spelled words.

**ELA 2.20f.3:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

## Fluency


21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
- Read on-level text with purpose and understanding. [RF.2.4a]
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]

### Objectives:

- ELA 2.21.1:** Read with sufficient accuracy and fluency to support comprehension on a First Grade level.
- ELA 2.21.2:** Read with sufficient accuracy and fluency to support comprehension with emergent-reader text.
- ELA 2.21.3:** Read phrases and simple sentences with sufficient accuracy and fluency.
- ELA 2.21.4:** Read high-frequency words with sufficient accuracy and fluency.
- ELA 2.21.5:** Read CVC words with sufficient accuracy and fluency.
- ELA 2.21.6:** Identify sound-letter correspondence with automaticity.

## Writing Standards

### Text Types and Purposes

22. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]
- Write free verse poetry to express ideas. 

### Objectives:

- ELA 2.22.1:** Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- ELA 2.22.2:** Write simple poems addressing a topic.
- ELA 2.22.3:** Conclude thoughts.
- ELA 2.22.4:** Differentiate between fact and opinion.
- ELA 2.22.5:** Write simple sentences that convey meaning.
- ELA 2.22.6:** Express opinion and ideas verbally.
- ELA 2.22.7:** State a preference.
- ELA 2.22.8:** Purposefully make a choice.

23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. [W.2.2]

**Objectives:**

- ELA 2.23.1:** Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ELA 2.23.2:** Conclude thoughts.
- ELA 2.23.3:** Differentiate between fact and opinion.
- ELA 2.23.4:** Write simple sentences that convey meaning.
- ELA 2.23.5:** Express key details orally.
- ELA 2.23.6:** Identify details in an illustration.

24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. [W.2.3]

**Objectives:**

- ELA 2.24.1:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- ELA 2.24.2:** Write simple sentences that convey meaning to recount one sequenced event.
- ELA 2.24.3:** Use temporal words with pictures to demonstrate order of events.  
Example: When riding a bike, there is a stop sign ahead, what will you do **when** you get there? If you do not stop, **then** what will happen?
- ELA 2.24.4:** Sequence pictures of events in the order in which they occurred.

### Production and Distribution of Writing

25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]

**Objectives:**

- ELA 2.25.1:** Change word choice and sentence structure in their writing to strengthen their piece.
- ELA 2.25.2:** Recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.
- ELA 2.25.3:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- ELA 2.25.4:** Write simple sentences that convey meaning.
- ELA 2.25.5:** Dictate details to strengthen the topic.
- ELA 2.25.6:** Use descriptive words.
- ELA 2.25.7:** Orally describe a picture telling the main topic and key details.

26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]

**Objectives:**

- ELA 2.26.1:** Explore with guidance and support the use of technology and keyboarding.  
**ELA 2.26.2:** Expose and discuss a variety of digital tools and programs to produce and publish.

### Research to Build and Present Knowledge

27. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). [W.2.7]

**Objectives:**

- ELA 2.27.1:** Write simple sentences on-topic.  
**ELA 2.27.2:** State how they will contribute.  
 Example: State work they will do.  
**ELA 2.27.3:** State their role.  
 Example: Job on the team.  
**ELA 2.27.4:** Recall knowledge from own background.  
**ELA 2.27.5:** Discuss shared research and writing projects.  
**ELA 2.27.6:** Demonstrate interest in writing projects.

28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]

**Objectives:**

- ELA 2.28.1:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**ELA 2.28.2:** Discuss common experiences.  
**ELA 2.28.3:** Explore a variety of informational sources.  
**ELA 2.28.4:** Show interest in a variety of informational sources.  
**ELA 2.28.5:** Recall from real life experiences when prompted with pictures.

## Speaking and Listening Standards

**Comprehension and Collaboration**

29. Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups. [SL.2.1]
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a]
  - Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]
  - Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]

**Objectives:**

- ELA 2.29.1:** Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and larger groups.
- ELA 2.29.2:** Use language to express on topic ideas in complete sentences.
- ELA 2.29.3:** Use language to express ideas in words and phrases.
- ELA 2.29.4:** Listen with comprehension and follow multiple step directions.
- ELA 2.29.5:** Listen with comprehension and follow two-step directions.

30. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]

**Objectives:**

- ELA 2.30.1:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELA 2.30.2:** Recount or describe details about what they heard.
- ELA 2.30.3:** Listen carefully to a text read aloud or presented through other media.
- ELA 2.30.4:** With assistance and/or prompting ask and answer questions.

31. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]

**Objectives:**

- ELA 2.31.1:** With prompting and support, use questions to gain a deeper understanding of a topic, issue, or to clarify comprehension.
- ELA 2.31.2:** Demonstrate strategies for asking questions.
- ELA 2.31.3:** With assistance and/or prompting ask questions.
- ELA 2.31.4:** Respond to questions presented with prompts.
- ELA 2.31.5:** Respond to yes/no questions.

## Presentation of Knowledge and Ideas

32. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]

**Objectives:**

- ELA 2.32.1:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ELA 2.32.2:** Use descriptive words.
- ELA 2.32.3:** Describe actions.
- ELA 2.32.4:** Describe objects.
- ELA 2.32.5:** Describe people.
- ELA 2.32.6:** Identify and sort people, objects, and actions.

33. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [SL.2.5]

**Objectives:**

- ELA 2.33.1:** With adult assistance, create audio recordings of stories or poems; add drawings or other visual displays to stories or recount of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ELA 2.33.2:** Articulate feelings.
- ELA 2.33.3:** Dictate details.
- ELA 2.33.4:** Use descriptive words.
- ELA 2.33.5:** Utilize a variety of writing tools, materials, and surfaces.

34. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations). [SL.2.6]

**Objectives:**

- ELA 2.34.1:** Increasingly produce sentences in length and grammatical complexity.
- ELA 2.34.2:** Use four-to-five word phrases when appropriate to task and situation.
- ELA 2.34.3:** Use two-to-three word phrases when appropriate to task and situation.
- ELA 2.34.4:** Use single words appropriate to task and situation.

## Language Standards


**Conventions of Standard English**

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]
- Use collective nouns (e.g., *group*). [L.2.1a]
  - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). [L.2.1b]
  - Use reflexive pronouns (e.g., *myself, ourselves*). [L.2.1c]
  - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). [L.2.1d]
  - Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]
  - Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). [L.2.1f]

**Objectives:**

- ELA 2.35.1:** Choose the appropriate verb form that appropriately fits in a sentence.  
Example: Yesterday I (rode, ride) the bus.
- ELA 2.35.2:** Match verb forms to pictures.
- ELA 2.35.3:** Choose the appropriate adjective or adverb that fits in a sentence.
- ELA 2.35.4:** Match adjectives and adverbs to pictures.
- ELA 2.35.5:** Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications.



36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]
- Capitalize holidays, product names, and geographic names. [L.2.2a]
  - Use commas in greetings and closings of letters. [L.2.2b]
  - Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]
  - Form uppercase and lowercase letters in cursive. 
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]

**Objectives:**

- ELA 2.36a.1:** Use proper nouns when writing.  
**ELA 2.36a.2:** Identify holidays, product names, and geographic names.

**Objectives:**

- ELA 2.36b.1:** Identify friendly letter parts and related punctuation marks.  
**ELA 2.36b.2:** Demonstrate the appropriate use of commas.  
**ELA 2.36b.3:** Identify commas.  
**ELA 2.36b.4:** Identify end marks.

**Objectives:**

- ELA 2.36c.1:** Identify possessive nouns.  
**ELA 2.36c.2:** Choose the correct contraction given a choice.  
**ELA 2.36c.3:** Identify contractions.  
**ELA 2.36c.4:** Engage in conversation using contractions.  
**ELA 2.36c.5:** Identify apostrophes.  
**ELA 2.36c.6:** Identify end marks.

**Objectives:**

- ELA 2.36d.1:** Know and spell final –e and common words with vowel diagraphs.  
**ELA 2.36d.2:** Know and spell common consonant diagraphs.  
**ELA 2.36d.3:** With support, spell words phonetically.  
**ELA 2.36d.4:** Write the correct letter when given a phoneme.  
**ELA 2.36d.5:** Respond verbally or point to correct letter when given phoneme.  
**ELA 2.36d.6:** Differentiate between the initial, medial, and final sounds in spoken CVC words.

**Objectives:**

- ELA 2.36e.1:** Trace uppercase and lowercase letters in cursive writing.  
**ELA 2.36e.2:** Form strokes involved with cursive writing.  
**ELA 2.36e.3:** Trace strokes involved with cursive writing.

**Objectives:**

- ELA 2.36f.1:** Identify resource materials needed to research a topic or find the correct spelling of a word.  
**ELA 2.36f.2:** Locate information in alphabetical order by the first letter.  
**ELA 2.36f.3:** List key concepts from text needed to research a topic or identify the correct spelling.

- ELA 2.36f.4:** Use table of contents, glossary, and index to locate information.  
**ELA 2.36f.5:** Collect information from print and non-print resources to investigate selected topic.

### Knowledge of Language

37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]  
 a. Compare formal and informal uses of English. [L.2.3a]

#### Objectives:

- ELA 2.37.1:** Read across various authors and genres.  
**ELA 2.37.2:** Use formal language when writing.  
**ELA 2.37.3:** Use formal language when speaking.

### Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies. [L.2.4]  
 a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]  
 b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). [L.2.4b]  
 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). [L.2.4c]  
 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). [L.2.4d]  
 e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]

- ELA 2.38a.1:** Identify unknown words in sentences or phrases.  
**ELA 2.38a.2:** Fluently read and comprehend complex sentences.  
**ELA 2.38a.3:** Read and comprehend a complex sentence with the use of a picture.  
**ELA 2.38a.4:** Read and understand below and on-grade level vocabulary words.
- ELA 2.38b.1:** Use pictures to demonstrate the meaning of words formed when a known prefix is added to another known word.  
**ELA 2.38b.2:** State definitions of common prefixes.
- ELA 2.38c.1:** Use pictures to compare words with the same root word.  
**ELA 2.38c.2:** Locate the root word in unknown words.
- ELA 2.38d.1:** Use pictures to infer meaning of compound words.  
**ELA 2.38d.2:** Use pictures to form compound words.
- ELA 2.38e.1:** Use reference materials to locate information.  
**ELA 2.38e.2:** Apply alphabetical order.

39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]
- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). [L.2.5a]
  - Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*). [L.2.5b]

**Objectives:**

- ELA 2.39.1:** Use pictures to demonstrate how words can be described differently.  
**ELA 2.39.2:** Use pictures to describe words.

40. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). [L.2.6]

**Objectives:**

- ELA 2.40.1:** With prompting and support, write sentences using correct adjectives and adverbs.  
**ELA 2.40.2:** Choose correct adjective and adverb given choices.  
**ELA 2.40.3:** Engage in conversation accurately utilizing adjectives and adverbs.  
**ELA 2.40.4:** Connect new vocabulary with prior educational experiences.  
**ELA 2.40.5:** Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.  
**ELA 2.40.6:** Spontaneously name pictures, objects or actions.

## Grade 3

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]

**Objectives:**

- ELA 3.1.1:** Make predictions from text clues to determine main idea and anticipate an ending.
- ELA 3.1.2:** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
- ELA 3.1.3:** Ask and answer questions about key details in a text.

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]

**Objectives:**

- ELA 3.2.1:** Define moral.
- ELA 3.2.2:** Define genre to include fables, folktales, and myths.
- ELA 3.2.3:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ELA 3.2.4:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELA 3.2.5:** Identify the beginning, middle, and end of a story.

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]

**Objectives:**

- ELA 3.3.1:** Define traits and motivations.
- ELA 3.3.2:** Describe how characters in a story respond to major events and challenges.
- ELA 3.3.3:** Describe characters, settings, and major events in a story, using key details.
- ELA 3.3.4:** Identify main/supporting characters and setting in a story.
- ELA 3.3.5:** Sequence events from a story.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]

**Objectives:**

**ELA 3.4.1:** Define literal and non-literal language.

**ELA 3.4.2:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**ELA 3.4.3:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**ELA 3.4.4:** Participate in choral readings.

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]

**Objectives:**

**ELA 3.5.1:** Define scene, stanza, and drama.

**ELA 3.5.2:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**ELA 3.5.3:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**ELA 3.5.4:** Identify the parts of a story (*e.g. problem, solution, or plot*).

**ELA 3.5.5:** Describe the beginning, middle, and end of a story.

6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]

**Objectives:**

**ELA 3.6.1:** Define point of view.

**ELA 3.6.2:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELA 3.6.3:** Identify who is telling the story at various points in a text.

## Integration of Knowledge and Ideas

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]

**Objectives:**

**ELA 3.7.1:** Define illustration and mood.

**ELA 3.7.2:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**ELA 3.7.3:** Use illustrations and details in a story to describe its characters, setting, or events.

**ELA 3.7.4:** Identify characters, setting and events of the story.

**ELA 3.7.5:** With guidance and support, identify characters, setting and events of the story.

**ELA 3.7.6:** Identify characters, setting, and mood from an illustration.

8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]

**Objectives:**

- ELA 3.8.1:** Define theme, character, setting, and plot.  
**ELA 3.8.2:** Identify theme, character, setting, and plot.  
**ELA 3.8.3:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  
**ELA 3.8.4:** Compare and contrast the adventures and experiences of characters in stories.  
**ELA 3.8.5:** Identify similarities and differences in stories.

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RL.3.10]

**Objectives:**

- ELA 3.9.1:** Read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
**ELA 3.9.2:** With prompting and support, read prose and poetry of appropriate complexity for Grade 1.  
**ELA 3.9.3:** Participate in choral readings.

## Reading Standards for Informational Text

### Key Ideas and Details

10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]

**Objectives:**

- ELA 3.10.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  
**ELA 3.10.2:** Ask and answer questions in complete sentences.  
**ELA 3.10.3:** With guidance and support, ask and answer questions in complete sentences.  
**ELA 3.10.4:** Distinguish between a question and a statement.

11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]

**Objectives:**

- ELA 3.11.1:** Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.  
**ELA 3.11.2:** Identify the main idea and retell key details of a text.  
**ELA 3.11.3:** Identify key details of a text.  
**ELA 3.11.4:** Identify the main idea of a picture.

12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect. [RI.3.3]

**Objectives:**

- ELA 3.12.1:** Define cause and effect.
- ELA 3.12.2:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ELA 3.12.3:** Explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (*e.g. first, next, then, and last*).
- ELA 3.12.4:** With guidance and support from adults, explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (*e.g. first, next, then, and last*).

### Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*. [RI.3.4]

**Objectives:**

- ELA 3.13.1:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 2 topic or subject area*.  
Examples: Use context clues; Look up words online or in a dictionary.
- ELA 3.13.2:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ELA 3.13.3:** Use new vocabulary in connection to prior life or educational experiences.
- ELA 3.13.4:** Ask and answer questions about unfamiliar/unknown words in the text.

14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]

**Objectives:**

- ELA 3.14.1:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ELA 3.14.2:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- ELA 3.14.3:** Locate various text features.

15. Distinguish their own point of view from that of the author of a text. [RI.3.6]

**Objectives:**

- ELA 3.15.1:** Define point of view and author's purpose.
- ELA 3.15.2:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ELA 3.15.3:** Compare point of view on topics or issues with a classmate.

### Integration of Knowledge and Ideas

16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]

**Objectives:**

- ELA 3.16.1:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELA 3.16.2:** Use diagrams, charts, and other specific images to gain information from a text.
- ELA 3.16.3:** Locate diagrams, charts, and other specific images to gain information from a text.
- ELA 3.16.4:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]

**Objectives:**

- ELA 3.17.1:** Describe how reasons support specific points the author makes in a text.
- ELA 3.17.2:** Identify the reasons an author gives to support points in a text.
- ELA 3.17.3:** Sequence events in a story, including beginning and ending.
- ELA 3.17.4:** Distinguish between sentences and paragraphs.

18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

**Objectives:**

- ELA 3.18.1:** Compare and contrast the most important points presented by two texts on the same topic.
- ELA 3.18.2:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- ELA 3.18.3:** Categorize objects and/or words.
- ELA 3.18.4:** Sort objects and/or words.

### Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently. [RI.3.10]

**Objectives:**

- ELA 3.19.1:** Read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 3.19.2:** With guidance and support, read informational texts appropriately complex for Grade 1.
- ELA 3.19.3:** Answer comprehension questions related to text.
- ELA 3.19.4:** Read simple passages with fluency.



## Reading Standards: Foundational Skills

**Phonics and Word Recognition**

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]
- Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]
  - Decode words with common Latin suffixes. [RF.3.3b]
  - Decode multisyllable words. [RF.3.3c]
  - Read grade-appropriate irregularly spelled words. [RF.3.3d]

**Objectives:**

- ELA 3.20.1:** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- ELA 3.20.2:** Know spelling-sound correspondences for additional common vowel teams.
- ELA 3.20.3:** Decode regularly spelled two-syllable words with long vowels.
- ELA 3.20.4:** Decode words with common prefixes and suffixes.
- ELA 3.20.5:** Identify words with inconsistent but common spelling-sound correspondences.
- ELA 3.20.6:** Recognize and read irregularly spelled words.
- ELA 3.20.7:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- ELA 3.20.8:** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- ELA 3.20.9:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**Fluency**

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]
- Read on-level text with purpose and understanding. [RF.3.4a]
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

**Objectives:**

- ELA 3.21.1:** Read 50-90 words of connected text per minute orally with accuracy.
- ELA 3.21.2:** Read 30-50 words of connected text per minute orally with accuracy.
- ELA 3.21.3:** Retell text read to confirm comprehension.
- ELA 3.21.4:** Recognize first and/or second grade sight words independently.
- ELA 3.21.5:** Recognize first and/or second grade sight words with scaffolding.
- ELA 3.21.6:** Recognize pre-primer/primer sight words independently.
- ELA 3.21.7:** Recognize pre-primer/primer sight words with scaffolding.
- ELA 3.21.8:** Decode regularly spelled multi-syllabic words with short and long vowels.
- ELA 3.21.9:** Decode regularly spelled multi-syllabic words with short and long vowels with prompting.
- ELA 3.21.10:** Describe rhythm, beat, and expression for reading aloud.

## Writing Standards

**Text Types and Purposes**

22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]
  - Provide reasons that support the opinion. [W.3.1b]
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. [W.3.1c]
  - Provide a concluding statement or section. [W.3.1d]

**Objectives:**

**ELA 3.22.1:** Define topic, concluding statement, fact, and opinion.

**ELA 3.22.2:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**ELA 3.22.3:** Differentiate between fact and opinion.

**ELA 3.22.4:** Write sentences that convey meaning related to a specific topic.

**ELA 3.22.5:** Identify linking words and phrases.  
(e.g., *and, because, but, since*)

**ELA 3.22.6:** Write sentences with correct capitalization and punctuation.

23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]
  - Develop the topic with facts, definitions, and details. [W.3.2b]
  - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. [W.3.2c]
  - Provide a concluding statement or section. [W.3.2d]

**Objectives:**

**ELA 3.23.1:** Define topic, fact, concluding statement, informative, and explanatory.

**ELA 3.23.2:** Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**ELA 3.23.3:** Write sentences that convey meaning related to a specific topic.

**ELA 3.23.4:** Identify linking words and phrases.  
(e.g., *and, because, but, since*)

**ELA 3.23.5:** Write sentences with correct capitalization and punctuation.

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]
- Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]
  - Use temporal words and phrases to signal event order. [W.3.3c]
  - Provide a sense of closure. [W.3.3d]

**Objectives:**

- ELA 3.24.1:** Define narrative, closure, dialogue, temporal words, and descriptive details.  
**ELA 3.24.2:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
**ELA 3.24.3:** Write dialogue using quotation marks accurately.  
**ELA 3.24.4:** Write a story with a clear beginning, middle, and end.  
**ELA 3.24.5:** Write a descriptive sentence about a real or imaginary experience or event.  
**ELA 3.24.6:** Write complete sentences using correct capitalization and punctuation.  
**ELA 3.24.7:** Sequence events in the order in which they occurred.

### Production and Distribution of Writing

25. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above). [W.3.4]

**Objectives:**

- ELA 3.25.1:** Define sentence, paragraph, topic, revise, and edit.  
**ELA 3.25.2:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  
**ELA 3.25.3:** Determine purpose and audience prior to writing.  
 Examples: purpose—writer addresses topic in correct mode; audience—writer uses appropriate ton.  
**ELA 3.25.4:** Organize sentences into a paragraph to address a topic or tell a story.  
**ELA 3.25.5:** Organize words into sentences.  
**ELA 3.25.6:** Use a variety of sentence types.  
**ELA 3.25.7:** Write a complete sentence using correct spelling, capitalization, and punctuation.  
**ELA 3.25.8:** Write legibly in cursive or manuscript.

26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3). [W.3.5]

**Objectives:**

- ELA 3.26.1:** Define sentence, paragraph, declarative, imperative, interrogative, exclamatory, and the writing process, to include draft, revise, edit.
- ELA 3.26.2:** With guidance and assistance from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- ELA 3.26.3:** Organize sentences into a paragraph to address a topic or tell a story.
- ELA 3.26.4:** Write using a variety of sentence types (e.g. *declarative, imperative, interrogative, exclamatory*).
- ELA 3.26.5:** Organize words into sentences.
- ELA 3.26.6:** Write a complete sentence using correct spelling, capitalization, and punctuation.
- ELA 3.26.7:** Write legibly in cursive or manuscript with proper spacing.

27. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [W.3.6]

**Objectives:**

- ELA 3.27.1:** Discuss and utilize a variety of digital tools and programs to produce and publish words, sentences and paragraphs.
- ELA 3.27.2:** With guidance and support from adults, use technology to produce sentences (using keyboarding skills).
- ELA 3.27.3:** With guidance and support from adults, use technology to produce words (using keyboarding skills).

### Research to Build and Present Knowledge

28. Conduct short research projects that build knowledge about a topic. [W.3.7]

**Objectives:**

- ELA 3.28.1:** Define research.
- ELA 3.28.2:** Interpret information from simple charts, maps, graphs and directions.
- ELA 3.28.3:** Generate oral and written questions to gather information.
- ELA 3.28.4:** Use alphabetical order to the first or second letter to access information.
- ELA 3.28.5:** Use print or digital reference materials (e.g., *informational texts and/or literature*) to locate information.
- ELA 3.28.6:** Participate in shared research and writing projects.  
Examples: Explore a number of books by a favorite author and express opinions about them; read a number of books on a single topic to produce a report.
- ELA 3.28.7:** Discuss shared research and writing projects.
- ELA 3.28.8:** Select information from print and non-print resources pertaining to the topic.
- ELA 3.28.9:** Locate print and non-print resources for information.
- ELA 3.28.10:** Recall and share knowledge from own background.

29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]

**Objectives:**

- ELA 3.29.1:** Define note-taking, sources (print and digital), relevant information.
- ELA 3.29.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- ELA 3.29.3:** Recall information from experiences or gather information from provided sources to answer a question.
- ELA 3.29.4:** With guidance and support from adults, ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELA 3.29.5:** Identify sources of information and how they are used (*e.g. dictionary, table of contents, glossary, and index*).
- ELA 3.29.6:** Identify captions, illustrations, tables, and photographs to extend meaning of written text.
- ELA 3.29.7:** Select the appropriate source of information pertaining to the research topic.
- ELA 3.29.8:** Locate bold-faced and italicized words to identify essential information.
- ELA 3.29.9:** List key concepts from the texts.

### Range of Writing

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]

**Objectives:**

- ELA 3.30.1:** Write in journals following teacher guidelines.  
Examples: subject journals, story starters, open-ended questions.
- ELA 3.30.2:** Participate in guided writing (*e.g. anchor charts, teacher modeling*).
- ELA 3.30.3:** Participate in shared writing (*e.g. language experience stories, chart stories*).
- ELA 3.30.4:** Write words and sentences legibly with proper spacing.

## Speaking and Listening Standards

**Comprehension and Collaboration**

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly. [SL.3.1]
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a]
  - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b]
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]
  - Explain their own ideas and understanding in light of the discussion. [SL.3.1d]

**Objectives:**

- ELA 3.31.1:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ELA 3.31.2:** Demonstrate eye contact, articulation, and appropriate voice intonation with oral presentations.
- ELA 3.31.3:** Demonstrate appropriate volume and expression when speaking aloud in a group setting.
- ELA 3.31.4:** Produce complete sentences.
- ELA 3.31.5:** Select appropriate voice tone, gestures, and facial expressions to enhance meaning.
- ELA 3.31.6:** Reproduce appropriate turn-taking skills in conversations and discussions.
- ELA 3.31.7:** Listen to speaker without interruption.

32. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.3.2]

**Objectives:**

- ELA 3.32.1:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- ELA 3.32.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- ELA 3.32.3:** Locate captions, illustrations, tables, and photographs to extend meaning of written text.
- ELA 3.32.4:** Identify key concepts from the texts.
- ELA 3.32.5:** Follow 2- and 3-step directions.

33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]

**Objectives:**

**ELA 3.33.1:** Define question and elaboration.

**ELA 3.33.2:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 3.33.3:** Ask and answer questions about a story read aloud in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 3.33.4:** Produce complete sentences when speaking.

**ELA 3.33.5:** Use appropriate grammar when speaking.

**ELA 3.33.6:** Reproduce appropriate turn-taking skills in conversations and discussions.

**ELA 3.33.7:** Listen to speaker without interruption.

### Presentation of Knowledge and Ideas

34. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4]

**Objectives:**

**ELA 3.34.1:** With guidance and support, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELA 3.34.2:** Use and describe nouns with relevant details, expressing ideas and feelings clearly.

**ELA 3.34.3:** Use descriptive words to express action when speaking.

**ELA 3.34.4:** Produce complete sentences when speaking.

**ELA 3.34.5:** Use appropriate grammar when speaking.

**ELA 3.34.6:** Speak slowly and clearly at a pace appropriate for situation.

35. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5]

**Objectives:**

**ELA 3.35.1:** With guidance and support of adults, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (*e.g. flip cameras, ipads, document cameras*)

**ELA 3.35.2:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**ELA 3.35.3:** Use descriptive words to articulate feelings and details.

**ELA 3.35.4:** Demonstrate reading fluency in a familiar story or poem.

36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations). [SL.3.6]

**Objectives:**

- ELA 3.36.1:** With guidance and support, produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELA 3.36.2:** Increasingly produce sentences in length and grammatical complexity.
- ELA 3.36.3:** With guidance and support, produce sentences in length and grammatical complexity.



## Language Standards


Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]
  - Form and use regular and irregular plural nouns. [L.3.1b]
  - Use abstract nouns (e.g., *childhood*). [L.3.1c]
  - Form and use regular and irregular verbs. [L.3.1d]
  - Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. [L.3.1e]
  - Ensure subject-verb and pronoun-antecedent agreement.\* [L.3.1f]
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]
  - Use coordinating and subordinating conjunctions. [L.3.1h]
  - Produce simple, compound, and complex sentences. [L.3.1i]

#### Objectives:

- ELA 3.37.1:** Define simple, compound, and complex sentences.
- ELA 3.37.2:** Define coordinating and subordinating conjunctions.
- ELA 3.37.3:** Define regular and irregular verbs or nouns.
- ELA 3.37.4:** Define modified, comparative, and superlative adjectives or adverbs.
- ELA 3.37.5:** Define subject-verb and pronoun-antecedent agreement.
- ELA 3.37.6:** Define and use collective nouns (e.g., *group*) and abstract nouns (e.g., *childhood*).
- ELA 3.37.7:** Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).
- ELA 3.37.8:** Use reflexive pronouns (e.g., *myself*, *ourselves*).
- ELA 3.37.9:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).
- ELA 3.37.10:** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- ELA 3.37.11:** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
- ELA 3.37.12:** Use common, proper, and possessive nouns.
- ELA 3.37.13:** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
- ELA 3.37.14:** Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*).
- ELA 3.37.15:** Use frequently occurring adjectives, conjunctions, and prepositions.

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]
- Capitalize appropriate words in titles. [L.3.2a]
  - Use commas in addresses. [L.3.2b]
  - Use commas and quotation marks in dialogue. [L.3.2c]
  - Form and use possessives. [L.3.2d]
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). [L.3.2e]
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]
  - Write legibly in cursive. 
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]

**Objectives:**

- ELA.3.38.1:** Capitalize proper nouns.  
**ELA.3.38.2:** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  
**ELA.3.38.3:** Form uppercase and lowercase letters in cursive or manuscript.  
**ELA.3.38.4:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
**ELA.3.38.5:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
**ELA.3.38.6:** Identify friendly letter parts and related punctuation marks.  
**ELA.3.38.7:** Locate information in alphabetical order to the first or second letter.  
**ELA.3.38.8:** Form and use contractions correctly.  
**ELA.3.38.9:** Use complete sentences and correct end punctuation.

**Knowledge of Language**

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]
- Choose words and phrases for effect.\* [L.3.3a]
  - Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]

**Objectives:**

- ELA.3.39.1:** Define effect, conventions, formal and informal language.  
**ELA.3.39.2:** Compare formal and informal uses of English.  
**ELA.3.39.3:** Read across various authors and genres.  
**ELA.3.39.4:** Use formal language when writing (e.g. *edits and revises writing using proper grammar and spelling*).  
**ELA.3.39.5:** Use formal language when speaking.

## Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies. [L.3.4]
- Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). [L.3.4b]
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). [L.3.4c]
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]

### Objectives:

- ELA 3.40.1:** Define homonym, homophone, homograph, affix, prefix, suffix, and root (base) word.
- ELA 3.40.2:** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- ELA 3.40.3:** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- ELA 3.40.4:** Locate words in a dictionary by using guide words.
- ELA 3.40.5:** Apply alphabetical order to the first or second letter of words to access information.
- ELA 3.40.6:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- ELA 3.40.7:** Identify unknown words in sentences or phrases.

41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [L.3.5a]
  - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). [L.3.5b]
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). [L.3.5c]

### Objectives:

- ELA 3.41.1:** Identify multiple-meaning words and their uses.
- ELA 3.41.2:** Identify homophones, homonyms, and homographs and their uses.
- ELA 3.41.3:** Sort and categorize words by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- ELA 3.41.4:** Categorize objects and/or words.
- ELA 3.41.5:** Sort objects and/or words.

42. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). [L.3.6]

**Objectives:**

- ELA 3.42.1:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- ELA 3.42.2:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- ELA 3.42.3:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts.
- ELA 3.42.4:** Use new and challenging vocabulary words correctly within the context of classroom experiences.
- ELA 3.42.5:** Connect new vocabulary with prior life or educational experiences.
- ELA 3.42.6:** Spontaneously name pictures, objects, or actions.

## Grade 4

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]

**Objectives:**

**ELA 4.1.1:** Define infer or inference.

**ELA 4.1.2:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELA 4.1.3:** Make predictions from text clues to determine main idea and anticipate an ending.

**ELA 4.1.4:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**ELA 4.1.5:** Ask and answer questions about key details in a text.

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]

**Objectives:**

**ELA 4.2.1:** Define summarize and theme.

**ELA 4.2.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**ELA 4.2.3:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**ELA 4.2.4:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**ELA 4.2.5:** Identify theme of a story, drama, or poem.

**ELA 4.2.6:** With guidance and support, identify theme of a story, drama, or poem.

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (*e.g.*, *a character's thoughts, words, or actions*). [RL.4.3]

**Objectives:**

**ELA 4.3.1:** Define traits and motivations.

**ELA 4.3.2:** Describe characters in a story (*e.g.*, *their traits, motivations, or feelings*) and explain how their actions contribute to the sequence of events.

**ELA 4.3.3:** Describe how characters in a story respond to major events and challenges.

**ELA 4.3.4:** Describe characters, settings, and major events in a story, using key details.

**ELA 4.3.5:** Identify main/supporting characters and setting in a story.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). [RL.4.4]

**Objectives:**

**ELA 4.4.1:** Define literal and non-literal language.

**ELA 4.4.2:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**ELA 4.4.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**ELA 4.4.5:** With guidance and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]

**Objectives:**

**ELA 4.5.1:** Define scene, stanza, verse, rhythm, meter, and drama.

**ELA 4.5.2:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ELA 4.5.3:** Describe how words and phrases (e.g., *regular beats*, *alliteration*, *rhymes*, *repeated lines*) supply rhythm and meaning in a story, poem, or song.

**ELA 4.5.4:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**ELA 4.5.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**ELA 4.5.6:** Identify a poem, a drama, and a piece of prose.

**ELA 4.5.7:** Identify the parts of a story (e.g. *problem*, *solution*, or *plot*).

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. [RL.4.6]

**Objectives:**

**ELA 4.6.1:** Define point-of view, first- and third-person narrative.

**ELA 4.6.2:** Distinguish the reader’s point of view from that of the narrator or those of the characters.

**ELA 4.6.3:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ELA 4.6.4:** Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. [RL.4.7]

**Objectives:**

**ELA 4.7.1:** Define mood.

**ELA 4.7.2:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**ELA 4.7.3:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**ELA 4.7.4:** Use illustrations and details in a story to describe its characters, setting, or events.

**ELA 4.7.5:** Identify characters, setting and events of the story.

8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. [RL.4.9]

**Objectives:**

**ELA 4.8.1:** Define theme, quest, culture, and opposition.

**ELA 4.8.2:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**ELA 4.8.3:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**ELA 4.8.4:** Compare and contrast the adventures and experiences of characters in stories.

**ELA 4.8.5:** Identify similarities and differences in stories.

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

**Objectives:**

**ELA 4.9.1:** Read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

**ELA 4.9.2:** Read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELA 4.9.3:** With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

**ELA 4.9.4:** Participate in choral readings (e.g. *partner*, *echo*, *reader’s theater*).

## Reading Standards for Informational Text

**Key Ideas and Details**

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

**Objectives:**

**ELA 4.10.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELA 4.10.2:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**ELA 4.10.3:** Ask and answer questions in complete sentences.

**ELA 4.10.4:** Distinguish between questions and statements.

11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]

**Objectives:**

**ELA 4.11.1:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**ELA 4.11.2:** Identify the main topic and retell key details of a text.

**ELA 4.11.3:** Identify key details of a text.

12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3]

**Objectives:**

**ELA 4.12.1:** Define cause and effect.

**ELA 4.12.2:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

**ELA 4.12.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**ELA 4.12.4:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**ELA 4.12.5:** Explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (*e.g. first, next, then, and last*).

**ELA 4.12.6:** With guidance and support from adults, explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (*e.g. first, next, then, and last*).



## Craft and Structure

13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]

**Objectives:**

- ELA 4.13.1:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 2 or 3 topic or subject area*.  
Examples: Use context clues; Look up words online or in a dictionary.
- ELA 4.13.3:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ELA 4.13.4:** Classify objects and/or words.
- ELA 4.13.5:** Sort objects and/or words.

14. Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5]

**Objectives:**

- ELA 4.14.1:** Define chronology.
- ELA 4.14.2:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ELA 4.14.3:** Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ELA 4.14.4:** Use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- ELA 4.14.5:** Locate various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) in a text.

15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6]

**Objectives:**

- ELA 4.15.1:** Define and cite examples of firsthand and secondhand accounts of the same events or topics.
- ELA 4.15.2:** Define focus.
- ELA 4.15.3:** Distinguish their own point of view from that of the author of a text.
- ELA 4.15.4:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ELA 4.15.5:** Distinguish between information provided by pictures, illustrations, or text features (e.g. graphs, maps) and information provided by the words in a text.
- ELA 4.15.6:** Locate pictures, illustrations, or text features (e.g. graphs, maps) and information provided by the words in a text.

### Integration of Knowledge and Ideas

16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

**Objectives:**

- ELA 4.16.1:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ELA 4.16.2:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELA 4.16.3:** Read information presented visually, orally, or quantitatively within texts.
- ELA 4.16.4:** With guidance and support, read information presented visually, orally, or quantitatively within texts.

17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8]

**Objectives:**

- ELA 4.17.1:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).
- ELA 4.17.2:** Describe how reasons support specific points the author makes in a text.
- ELA 4.17.3:** List details that support points made by the author in a text.

18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. [RI.4.9]

**Objectives:**

- ELA 4.18.1:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- ELA 4.18.2:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

**Objectives:**

- ELA 4.19.1:** Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.
- ELA 4.19.2:** Read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Standards: Foundational Skills

**Phonics and Word Recognition**

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

**Objectives:**

- ELA 4.20.1:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of root words, the most common prefixes, and derivational suffixes.
  - Decode multisyllabic words and words with common Latin suffixes and prefixes.
  - Read grade-appropriate irregularly spelled words.
- ELA 4.20.2:** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- ELA 4.20.3:** Know spelling-sound correspondences for additional common vowel teams.
- ELA 4.20.4:** Identify words with inconsistent but common spelling-sound correspondences.
- ELA 4.20.5:** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- ELA 4.20.6:** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**Fluency**

21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]
- Read on-level text with purpose and understanding. [RF.4.4a]
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

**Objectives:**

- ELA 4.21.1:** Read 90-110 words of connected text per minute orally with accuracy.
- ELA 4.21.2:** Read 50-90 words of connected text per minute orally with accuracy.
- ELA 4.21.3:** Read 30-50 words of connected text per minute orally with accuracy.
- ELA 4.21.4:** Recognize second and/or third grade sight words independently.
- ELA 4.21.5:** Recognize second and/or third grade sight words with scaffolding.
- ELA 4.21.6:** Recognize first/second grade sight words independently.
- ELA 4.21.7:** Recognize first/second grade sight words with scaffolding.
- ELA 4.21.8:** Decode regularly spelled multi-syllabic words with short and long vowels with 80% accuracy.

## Writing Standards

**Text Types and Purposes**

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.4.1]
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. [W.4.1a]
  - Provide reasons that are supported by facts and details. [W.4.1b]
  - Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). [W.4.1c]
  - Provide a concluding statement or section related to the opinion presented. [W.4.1d]

**Objectives:**

- ELA 4.22.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- ELA 4.22.2:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- ELA 4.22.3:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- ELA 4.22.4:** Provide reasons that support the opinion.
- ELA 4.22.5:** Provide a concluding statement or section.
- ELA 4.22.6:** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- ELA 4.22.7:** Write using a variety of sentence types (e.g. *declarative, imperative, interrogative, exclamatory*).
- ELA 4.22.8:** Write sentences with correct capitalization and punctuation.

23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.4.2]
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.4.2a]
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.4.2b]
  - Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). [W.4.2c]
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.4.2d]
  - Provide a concluding statement or section related to the information or explanation presented. [W.4.2e]

**Objectives:**

- ELA 4.23.1:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- ELA 4.23.2:** Develop the topic with facts, definitions, and details.
- ELA 4.23.3:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- ELA 4.23.4:** Provide a concluding statement or section.
- ELA 4.23.5:** Use a variety of sentence types (e.g. *declarative*, *imperative*, *interrogative*, *exclamatory*).
- ELA 4.23.6:** Write sentences with correct capitalization and punctuation.
- ELA 4.23.7:** Use headings and subheadings as appropriate.

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]
- Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]
  - Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]
  - Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]
  - Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]
  - Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]

**Objectives:**

- ELA 4.24.1:** Define concrete words and sensory details.
- ELA 4.24.2:** Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA 4.24.3:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- ELA 4.24.4:** Write using correct order of events.
- ELA 4.24.5:** Provide a sense of closure.
- ELA 4.24.6:** Write dialogue using quotation marks accurately.
- ELA 4.24.7:** Write a story with a clear beginning, middle and end.
- ELA 4.24.8:** Write complete sentences using correct capitalization and punctuation.

## Production and Distribution of Writing

25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above). [W.4.4]

**Objectives:**

**ELA 4.25.1:** Organize sentences into a paragraph to address a topic or tell a story.

**ELA 4.25.2:** Identify purpose and audience for a writing assignment.

**ELA 4.25.3:** Use a variety of sentence types (e.g. *declarative, imperative, interrogative, and exclamatory*).

**ELA 4.25.4:** Organize words into sentences of varying lengths.

**ELA 4.25.5:** Write a complete sentence using correct spelling, capitalization and punctuation.

26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4). [W.4.5]

**ELA 4.26.1:** Use peer editing techniques to strengthen writing.

Example: Evaluate each other's writing to determine if piece holds reader's interest; is organized, clear and concise; and contains correct capital letters, grammar, and spelling.

**ELA 4.26.1:** Organize sentences into a paragraph to address a topic or tell a story.

**ELA 4.26.2:** Organize words into sentences.

**ELA 4.26.3:** Use a variety of sentence types (e.g. *declarative, imperative, interrogative, and exclamatory*).

**ELA 4.26.4:** Write a complete sentence using correct spelling, capitalization and punctuation.

**ELA 4.26.5:** Write legibly in cursive or manuscript and with correct spacing.

27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. [W.4.6]

**Objectives:**

**ELA 4.27.1:** With guidance and support from adults, use technology to produce paragraphs (using keyboarding skills).

**ELA 4.27.2:** With guidance and support from adults, use technology to produce sentences (using keyboarding skills).

**ELA 4.27.3:** With guidance and support from adults, use technology to produce words (using keyboarding skills).

## Research to Build and Present Knowledge

28. Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]

**Objectives:**

- ELA 4.28.1:** Participate in shared research and writing projects.  
Examples: Read a number of books on a single topic to produce a report; record science observations or explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.
- ELA 4.28.2:** Interpret information from simple charts, maps, graphs and directions.
- ELA 4.28.3:** Generate oral and written questions to gather information.
- ELA 4.28.4:** Use alphabetical order to the first letter to access information.
- ELA 4.28.5:** Use parts of a book to locate information on a given topic.
- ELA 4.28.6:** Select information from print and non-print resources pertaining to the topic.
- ELA 4.28.7:** Locate print and non-print resources for information.
- ELA 4.28.8:** Identify reference materials and their uses.

29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]

**Objectives:**

- ELA 4.29.1:** Define relevant information, note-taking, source, and paraphrase.
- ELA 4.29.2:** Use note-taking skills to gather and paraphrase ideas from sources related to topic.
- ELA 4.29.3:** Produce a list of sources.
- ELA 4.29.4:** Identify captions, illustrations, tables and photographs to extend meaning of written text.
- ELA 4.29.5:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- ELA 4.29.6:** List key concepts from the texts.
- ELA 4.29.7:** Select the appropriate source of information pertaining to the research topic.
- ELA 4.29.8:** Locate bold-faced and italicized words to identify relevant information.

30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]

- a. Apply *Grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). [W.4.9a]
- b. Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). [W.4.9b]

**Objectives:**

- ELA 4.30.1:** Define evidence, analysis, and reflection.
- ELA 4.30.2:** Develop an outline/graphic organizer of main points for given topic or question.
- ELA 4.30.3:** Identify supporting details for main idea.
- ELA 4.30.4:** Develop main idea for written response.
- ELA 4.30.5:** Classify facts from texts as important/unimportant.
- ELA 4.30.6:** Identify the relevant information/facts requested in open-ended questions.

## Range of Writing

31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.4.10]

### Objectives:

- ELA 4.31.1:** Write in journals following teacher guidelines.  
Examples: subject journals, story starters, open-ended questions.
- ELA 4.31.2:** Determine purpose and audience prior to writing.  
Examples: purpose—writer addresses topic in correct mode; audience—writer uses appropriate ton.
- ELA 4.31.3:** Participate in guided writing.
- ELA 4.31.4:** Participate in shared writing.
- ELA 4.31.5:** Write using varied sentence structure and appropriate transition words.
- ELA 4.31.6:** Write complete sentences using correct capitalization, punctuation, spelling, and grammar.
- ELA 4.31.7:** Write words and sentences legibly with proper spacing.

## Speaking and Listening Standards

### Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly. [SL.4.1]
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]
  - Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]
  - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c]
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]

### Objectives:

- ELA 4.32.1:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ELA 4.32.2:** Demonstrate eye contact, articulation, and appropriate voice intonation with oral presentations.
- ELA 4.32.3:** Demonstrate appropriate volume and expression when speaking aloud in a group setting.
- ELA 4.32.4:** Select appropriate voice tone, gestures, and facial expressions to enhance meaning.
- ELA 4.32.5:** Produce complete sentences when appropriate.
- ELA 4.32.6:** Utilize precise vocabulary in oral presentations.
- ELA 4.32.7:** Reproduce appropriate turn-taking skills in conversations.
- ELA 4.32.8:** Listen to speaker without interruption.



33. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]

**Objectives:**

**ELA 4.33.1:** Define paraphrase.

**ELA 4.33.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELA 4.33.3:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**ELA 4.33.4:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELA 4.33.5:** Locate captions, illustrations, tables, and photographs to extend meaning of written text.

**ELA 4.33.6:** Identify key concepts from the texts.

**ELA 4.33.7:** Follow 2- and 3-step directions.

**ELA 4.33.8:** Restate information read aloud from a text.

34. Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]

**Objectives:**

**ELA 4.34.1:** Identify a speaker's main points.

**ELA 4.34.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**ELA 4.34.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 4.34.4:** Ask and answer questions about a story read aloud in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 4.34.5:** Listen to speaker without interruption.

### Presentation of Knowledge and Ideas

35. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

**Objectives:**

**ELA 4.35.1:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELA 4.35.2:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELA 4.35.3:** Produce complete sentences when appropriate.

**ELA 4.35.4:** Use appropriate grammar and vocabulary.

**ELA 4.35.5:** Use eye contact, articulation, and appropriate tone of voice.

36. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]

**Objectives:**

- ELA 4.36.1:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ELA 4.36.2:** With guidance and support of adults, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ELA 4.36.3:** Identify main idea or themes related to topic.
- ELA 4.36.4:** Identify main idea for a story read aloud.

37. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 38 and 40 for specific expectations). [SL.4.6]

**Objectives:**

- ELA 4.37.1:** Define discourse and formal/informal English.
- ELA 4.37.2:** Ensure subject-verb and pronoun-antecedent agreement.
- ELA 4.37.3:** Produce simple, compound, and complex sentences.
- ELA 4.37.4:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELA 4.37.5:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELA 4.37.6:** Describe characteristics of formal language.
- ELA 4.37.7:** Describe characteristics of informal language.

## LANGUAGE STANDARDS

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk. (\*)

### Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.4.1]
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). [L.4.1a]
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. [L.4.1b]
  - Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. [L.4.1c]
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). [L.4.1d]
  - Form and use prepositional phrases. [L.4.1e]
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* [L.4.1f]
  - Correctly use frequently confused words (e.g., *to, too, two; there, their*).\* [L.4.1g]

#### Objectives:

- ELA 4.38.1:** Use collective nouns (e.g., *group*).
- ELA 4.38.2:** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- ELA 4.38.3:** Use reflexive pronouns (e.g., *myself, ourselves*).
- ELA 4.38.4:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- ELA 4.38.5:** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- ELA 4.38.6:** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- ELA 4.38.7:** Use common, proper, and possessive nouns.
- ELA 4.38.8:** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- ELA 4.38.9:** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- ELA 4.38.10:** Use frequently occurring adjectives, conjunctions and prepositions.

39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.4.2]
- Use correct capitalization. [L.4.2a]
  - Use commas and quotation marks to mark direct speech and quotations from a text. [L.4.2b]
  - Use a comma before a coordinating conjunction in a compound sentence. [L.4.2c]
  - Spell grade-appropriate words correctly, consulting references as needed. [L.4.2d]

**Objectives:**

- ELA 4.39.1:** Capitalize proper nouns, and appropriate words in titles.
- ELA 4.39.2:** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- ELA 4.39.3:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- ELA 4.39.4:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- ELA 4.39.5:** Use complete sentences and correct end punctuation.
- ELA 4.39.6:** Use commas in greetings and closings of letters.
- ELA 4.39.7:** Form uppercase and lowercase letters in cursive or manuscript.

### Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.4.3]
- Choose words and phrases to convey ideas precisely.\* [L.4.3a]
  - Choose punctuation for effect.\* [L.4.3b]
  - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). [L.4.3c]

**Objectives:**

- ELA 4.40.1:** Define conventions of language.
- ELA 4.40.2:** Compare formal and informal uses of English.
- ELA 4.40.3:** Use appropriate grammar and vocabulary.

## Vocabulary Acquisition and Use

41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies. [L.4.4]
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). [L.4.4b]
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]

### Objectives:

**ELA 4.41.1:** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

**ELA 4.41.2:** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

**ELA 4.41.3:** Locate words in a dictionary by using guide words.

**ELA 4.41.4:** Apply alphabetical order to the second and third letter of words to access information.

**ELA 4.41.5:** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

**ELA 4.41.6:** Categorize objects or words.

**ELA 4.41.7:** Sort objects or words.

42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]
- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. [L.4.5a]
  - Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]
  - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]

### Objectives:

**ELA 4.42.1:** Define figurative language, simile, metaphor, idiom, adage, antonym, synonym, and proverb.

**ELA 4.42.2:** Identify multiple-meaning words and their uses.

**ELA 4.42.3:** Identify homophones, homonyms, and homographs and their uses.

**ELA 4.42.4:** Define and sort words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). [L.4.6]

**Objectives:**

- ELA 4.43.1:** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
- ELA 4.43.1:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- ELA 4.43.2:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- ELA 4.43.3:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Grade 5

Students will:

## Reading Standards for Literature

### Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]

**Objectives:**

**ELA 5.1.1:** Define inferences.

**ELA 5.1.2:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 5.1.3:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELA 5.1.4:** Correctly identify the passage of text needed to respond to a question.

**ELA 5.1.5:** With guidance and support, correctly identify the passage of text needed to respond to a question.

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]

**Objectives:**

**ELA 5.2.1:** Define story, drama, and poem.

**ELA 5.2.2:** With guidance and support, determine a theme of a story, drama, or poem from details in the text; summarize the text.

**ELA 5.2.3:** Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**ELA 5.2.4:** Recount stories, including fables, folktales, and myths from diverse cultures.

**ELA 5.2.5:** With guidance and support, recount stories, including fables, folktales, and myths from diverse cultures.

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]

**Objectives:**

**ELA 5.3.1:** Describe, in depth, a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA 5.3.2:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**ELA 5.3.3:** Sequence events in a story.

**ELA 5.3.4:** List characters in a story.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]

**Objectives:**

- ELA 5.4.1:** Define figurative language, metaphor, and simile.  
**ELA 5.4.2:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  
**ELA 5.4.3:** Distinguish between literal and nonliteral language.  
**ELA 5.4.4:** Determine the meaning of words and phrases as they are used in a text.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]

**Objectives:**

- ELA 5.5.1:** Define prose.  
**ELA 5.5.2:** Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
**ELA 5.5.3:** Describe how each successive part of a story builds on earlier sections.  
**ELA 5.5.4:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.

6. Describe how a narrator’s or speaker’s point of view influences how events are described. [RL.5.6]

**Objectives:**

- ELA 5.6.1:** Define narration.  
**ELA 5.6.2:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  
**ELA 5.6.3:** Distinguish the reader’s own point of view from that of the narrator or those of the characters.  
**ELA 5.6.4:** Identify who is telling a story at various points in a text.

## Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [RL.5.7]

**Objectives:**

- ELA 5.7.1:** Define and describe imagery and graphic novel.  
**ELA 5.7.2:** Make connections between the text of a story or drama and a visual or oral presentation of the same text, identifying where each version reflects specific descriptions and directions in the text (e.g., *Old Yeller book versus Old Yeller movie*).  
**ELA 5.7.3:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  
**ELA 5.7.4:** Locate and match illustration to correct portion of text.



8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]

**Objectives:**

**ELA 5.8.1:** Define opposition and quest.

**ELA 5.8.2:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (e.g., *Cinderella stories*).

**ELA 5.8.3:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**ELA 5.8.4:** Identify similarities and/or differences between stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10]

**Objectives:**

**ELA 5.9.1:** Read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**ELA 5.9.2:** Read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

## Reading Standards for Informational Text

### Key Ideas and Details

10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]

**Objectives:**

**ELA 5.10.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 5.10.2:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**ELA 5.10.3:** Identify and select the correct passage when responding to questions.

**ELA 5.10.4:** With guidance and support, identify and select the correct passage when responding to questions.

11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]

**Objectives:**

**ELA 5.11.1:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**ELA 5.11.2:** Summarize the text using supporting details.

**ELA 5.11.3:** With guidance and support, identify the main topic and retell key details of a text.

12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]

**Objectives:**

**ELA 5.12.1:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**ELA 5.12.2:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

**ELA 5.12.3:** Answer comprehension questions from informational text.

### Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*. [RI.5.4]

**Objectives:**

**ELA 5.13.1:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]

**ELA 5.13.2:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*. (refer to Grade 3 course of study for specifics)

**ELA 5.13.3:** Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*. (Refer to Grade 2 course of study for specifics)

**ELA 5.13.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (*e.g. context clues*).

**ELA 5.13.5:** Categorize objects and/or words from academic or domain specific words and phrases.

**ELA 5.13.6:** Sort objects and/or words from academic or domain specific words and phrases.

14. Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5]

**Objectives:**

**ELA 5.14.1:** Define chronology.

**ELA 5.14.2:** Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

**ELA 5.14.3:** Use text features (e.g., *captions, bold print, subheadings, glossaries, indexes, electronic menus, icons*) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**ELA 5.14.4:** Locate text features (e.g., *captions, bold print, subheadings, glossaries, indexes, electronic menus, icons*) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]

**Objectives:**

**ELA 5.15.1:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**ELA 5.15.2:** Distinguish the reader's own point of view from that of the author of a text.

**ELA 5.15.3:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### Integration of Knowledge and Ideas

16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [RI.5.7]

**Objectives:**

**ELA 5.16.1:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**ELA 5.16.2:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**ELA 5.16.3:** Use digital sources to locate information.

17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]

**Objectives:**

**ELA 5.17.1:** Define evidence.

**ELA 5.17.2:** Explain how an author uses reasons and evidence to support particular points in a text.

**ELA 5.17.3:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).

**ELA 5.17.4:** Sequence events from the text.

18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]

**Objectives:**

- ELA 5.18.1:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- ELA 5.18.2:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- ELA 5.18.3:** Identify similarities and/or difference between two texts.

### Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RI.5.10]

**Objectives:**

- ELA 5.19.1:** Read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 5.19.2:** Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

### Reading Standards: Foundational Skills

#### Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]

**Objectives:**

- ELA 5.20.1:** Define morphology and syllabication patterns.
- ELA 5.20.2:** Identify and know the meaning of the most common prefixes and derivational suffixes.
- ELA 5.20.3:** Decode words with common Latin suffixes and prefixes.
- ELA 5.20.4:** Decode multisyllabic words.
- ELA 5.20.5:** Read irregularly spelled words.
- ELA 5.20.6:** Read regularly spelled words.

## Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]
- Read on-level text with purpose and understanding. [RF.5.4a]
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

### Objectives:

- ELA 5.21.1:** Read 93-118 words of connected text per minute orally with accuracy.
- ELA 5.21.2:** Read 90-110 words of connected text per minute orally with accuracy.
- ELA 5.21.2:** Read 44-90 words of connected text per minute orally with accuracy.
- ELA 5.21.3:** Read 20-40 words of connected text per minute orally with accuracy.
- ELA 5.21.4:** Recognize second and/or third grade sight words independently and/or with scaffolding.
- ELA 5.21.5:** Recognize first/second grade sight words independently and/or with scaffolding.
- ELA 5.21.6:** Decode regularly spelled multi-syllabic words with short and long vowels with 80% accuracy.

## Writing Standards

### Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]
- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. [W.5.1a]
  - Provide logically ordered reasons that are supported by facts and details. [W.5.1b]
  - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). [W.5.1c]
  - Provide a concluding statement or section related to the opinion presented. [W.5.1d]

### Objectives:

- ELA 5.22.1:** Provide reasons that support the writer's opinion.
- ELA 5.22.2:** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- ELA 5.22.3:** Write using a variety of sentence types (e.g. *declarative, imperative, interrogative, exclamatory*).
- ELA 5.22.4:** Write sentences using correct capitalization and punctuation.

23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a]
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). [W.5.2c]
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]
  - Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]

**Objectives:**

- ELA 5.23.1:** Write informative or explanatory texts to examine a topic and convey ideas and information clearly.
- ELA 5.23.2:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- ELA 5.23.3:** Develop the topic with facts, definitions, and details.
- ELA 5.23.4:** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- ELA 5.23.5:** Provide a concluding statement or section.
- ELA 5.23.6:** Use a variety of sentence types (e.g. *declarative, imperative, interrogative, exclamatory*).
- ELA 5.23.7:** Write sentences with correct capitalization and punctuation.

24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]
- Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.5.3a]
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [W.5.3c]
  - Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.5.3d]
  - Provide a conclusion that follows from the narrated experiences or events. [W.5.3e]

**Objectives:**

- ELA 5.24.1:** Define concrete words and sensory details.
- ELA 5.24.2:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ELA 5.24.3:** Establish a situation and introduce a narrator, characters, or both and organize an event sequence that unfolds naturally.
- ELA 5.24.4:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- ELA 5.24.5:** Use temporal words and phrases to signal event order.
- ELA 5.24.6:** Provide a sense of closure.
- ELA 5.24.7:** Write dialogue using quotation marks correctly.
- ELA 5.24.8:** Write a story with a clear beginning, middle, and end.
- ELA 5.24.9:** Write complete sentences using correct capitalization and punctuation.

### Production and Distribution of Writing

25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above). [W.5.4]

**Objectives:**

- ELA 5.25.1:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- ELA 5.25.2:** Organize sentences into a paragraph to address a topic or tell a story.
- ELA 5.25.3:** Use a variety of sentence types.
- ELA 5.25.4:** Write a complete sentence using correct spelling, capitalization, and punctuation.
- ELA 5.25.5:** Organize words into sentences.

26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). [W.5.5]

**Objectives:**

- ELA 5.26.1:** Organize sentences into a paragraph to address a topic or tell a story.  
**ELA 5.26.2:** Use a variety of sentence types.  
**ELA 5.26.3:** Write a complete sentence using correct spelling, capitalization, and punctuation.  
**ELA 5.26.4:** Write legibly in cursive or manuscript and with correct spacing.  
**ELA 5.26.5:** Organize words into sentences.

27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]

**Objectives:**

- ELA 5.27.1:** With guidance and support from adults, use technology to produce paragraphs (using keyboarding skills).  
**ELA 5.27.2:** With guidance and support from adults, use technology to produce sentences (using keyboarding skills).  
**ELA 5.27.3:** With guidance and support from adults, use technology to produce words (using keyboarding skills).

### Research to Build and Present Knowledge

28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]

**Objectives:**

- ELA 5.28.1:** Interpret information from simple charts, maps, graphs, and directions.  
**ELA 5.28.2:** Generate oral and written questions to gather information.  
**ELA 5.28.3:** Use parts of a book to locate information.  
**ELA 5.28.4:** Participate in shared research and writing projects.  
 Examples: Read a number of books on a single topic to produce a report; record science observations or explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.  
**ELA 5.28.5:** Select information from print and non-print resources pertaining to the topic.  
**ELA 5.28.6:** Use alphabetical order to the second and third letters to access information.  
**ELA 5.28.7:** Locate print and non-print resources for information.  
**ELA 5.28.8:** Identify reference materials and their uses.  
**ELA 5.28.9:** Identify reference materials.



29. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]

**Objectives:**

- ELA 5.29.1:** Define relevant information, note-taking, source, and paraphrase.  
**ELA 5.29.2:** Use note-taking skills to gather and paraphrase ideas from sources related to topic.  
**ELA 5.29.3:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**ELA 5.29.4:** Produce a list of sources using correct format.  
**ELA 5.29.5:** Identify captions, illustrations, tables, and photographs to extend meaning of written text.  
**ELA 5.29.6:** Select the appropriate source of information pertaining to the research topic.  
**ELA 5.29.7:** Locate bold-faced and italicized words to identify essential information.  
**ELA 5.29.8:** List key concepts from the texts.

30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]
- Apply *Grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]” ). [W.5.9a]
  - Apply *Grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). [W.5.9b]

**Objectives:**

- ELA 5.30.1:** Define evidence, analysis, and reflection.  
**ELA 5.30.2:** Develop an outline/graphic organizer of main points for given topic or question.  
**ELA 5.30.3:** Identify supporting details for main idea.  
**ELA 5.30.4:** Develop main idea for written response.  
**ELA 5.30.5:** Classify facts from texts as important/unimportant.  
**ELA 5.30.6:** Identify the relevant information/facts requested in open-ended questions.

## Range of Writing

31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]

### Objectives:

- ELA 5.31.1:** Write in journals following teacher guidelines.  
Examples: subject journals, story starters, open-ended questions.
- ELA 5.31.2:** Write words and sentences legibly with proper spacing.
- ELA 5.31.3:** Write using varied sentence structure and appropriate transition words.
- ELA 5.31.4:** Write complete sentences using correct capitalization, punctuation, spelling, and grammar.
- ELA 5.31.5:** Determine purpose and audience prior to writing.  
Examples: purpose—writer addresses topic in correct mode; audience—writer uses appropriate ton.
- ELA 5.31.6:** Participate in guided writing (e.g. *anchor charts, teacher modeling*).
- ELA 5.31.7:** Participate in shared writing (e.g. *language experience stories, chart stories*).

## Speaking and Listening Standards

### Comprehension and Collaboration

32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly. [SL.5.1]
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]
  - Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]
  - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]
  - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]

### Objectives:

- ELA 5.32.1:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ELA 5.32.2:** Demonstrate eye contact, articulation, and appropriate voice intonation with oral presentations.
- ELA 5.32.3:** Demonstrate appropriate volume and expression when speaking aloud in a group setting.
- ELA 5.32.4:** Select appropriate voice tone, gestures, and facial expressions to enhance meaning.
- ELA 5.32.5:** Utilize precise vocabulary in oral presentations.
- ELA 5.32.6:** Produce complete sentences when appropriate in spoken language.
- ELA 5.32.7:** Reproduce appropriate turn-taking skills in conversations.
- ELA 5.32.8:** Listen to speaker without interruption.

33. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]

**Objectives:**

**ELA 5.33.1:** Define summarize.

**ELA 5.33.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELA 5.33.3:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**ELA 5.33.4:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELA 5.33.5:** Locate captions, illustrations, tables, and photographs to extend meaning of written text.

**ELA 5.33.6:** Identify key concepts from the texts.

**ELA 5.33.7:** Follow multi-step directions.

34. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]

**Objectives:**

**ELA 5.34.1:** Define question and elaboration.

**ELA 5.34.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**ELA 5.34.4:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 5.34.5:** Ask and answer questions about a story read aloud in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**ELA 5.34.6:** Use appropriate grammar.

**ELA 5.34.7:** Produce complete sentences when appropriate in spoken language.

**ELA 5.34.8:** Reproduce appropriate turn-taking skills in conversations and discussions.

**ELA 5.34.9:** Listen to speaker without interruption.

### **Presentation of Knowledge and Ideas**

35. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]

**Objectives:**

**ELA 5.35.1:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**ELA 5.35.2:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**ELA 5.35.3:** Produce complete sentences.

**ELA 5.35.4:** Use appropriate grammar and vocabulary.

**ELA 5.35.5:** Use eye contact, articulation, and appropriate tone of voice.

36. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]

**Objectives:**

- ELA 5.36.1:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- ELA 5.36.2:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ELA 5.36.3:** With guidance and support of adults, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- ELA 5.36.4:** Identify main idea or themes related to topic.
- ELA 5.36.5:** Identify main idea related to a story.

37. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 38 and 40 for specific expectations). [SL.5.6]

**Objectives:**

- ELA 5.37.1:** Define discourse and formal/informal English.
- ELA 5.37.2:** Ensure subject-verb and pronoun-antecedent agreement.
- ELA 5.37.3:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- ELA 5.37.4:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELA 5.37.5:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- ELA 5.37.6:** Produce simple, compound, and complex sentences.
- ELA 5.37.7:** Describe characteristics of formal language and informal language.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]
  - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. [L.5.1b]
  - Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]
  - Recognize and correct inappropriate shifts in verb tense.\* [L.5.1d]
  - Use correlative conjunctions (e.g., *either/or*, *neither/nor*). [L.5.1e]

#### Objectives:

- ELA 5.38.1:** Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
- ELA 5.38.2:** Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
- ELA 5.38.3:** Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
- ELA 5.38.4:** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- ELA 5.38.5:** Form and use prepositional phrases.
- ELA 5.38.6:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- ELA 5.38.7:** Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).

39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]
- Use punctuation to separate items in a series.\* [L.5.2a]
  - Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]
  - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *is that you, Steve?*). [L.5.2c]
  - Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]
  - Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

**Objectives:**

- ELA 5.39.1:** Use correct capitalization and punctuation.
- ELA 5.39.2:** Use commas and quotation marks to mark direct speech and quotations from a text.
- ELA 5.39.3:** Use a comma before a coordinating conjunction in a compound sentence.
- ELA 5.39.4:** Correctly use commas in addresses.
- ELA 5.39.5:** Correctly use commas and quotation marks in dialogue.
- ELA 5.39.6:** Form and use possessives.
- ELA 5.39.7:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ELA 5.39.8:** Use conventional spelling for high-frequency and other studied words and for adding prefixes and suffixes to base words.

### Knowledge of Language

40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]
- Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. [L.5.3a]
  - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]

**Objectives:**

- ELA 5.40.1:** Define effect, style, dialect, register and conventions.
- ELA 5.40.2:** Recognize and observe differences between the conventions of written and spoken Standard English.
- ELA 5.40.3:** Choose words and phrases to convey ideas precisely.\*
- ELA 5.40.4:** Choose punctuation for effect.\*
- ELA 5.40.5:** Choose words and phrases for effect.\*

## Vocabulary Acquisition and Use

41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies. [L.5.4]
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). [L.5.4b]
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c]

### Objectives:

- ELA 5.41.1:** Define multiple-meaning words, strategies, affixes, root, thesaurus, and glossary.
- ELA 5.41.2:** Use sentence-level context as a clue to the meaning of a word or phrase.
- ELA 5.41.3:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- ELA 5.41.4:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- ELA 5.41.5:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]
- Interpret figurative language, including similes and metaphors, in context. [L.5.5a]
  - Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]
  - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]

### Objectives:

- ELA 5.42.1:** Define simile, metaphor, figurative language, nuance.
- ELA 5.42.2:** Identify types of figurative language (e.g. *simile*, *metaphor*).
- ELA 5.42.3:** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- ELA 5.42.4:** Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
- ELA 5.42.5:** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- ELA 5.42.6:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
- ELA 5.42.7:** Identify synonyms and antonyms.

43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). [L.5.6]

**Objectives:**

- ELA 5.43.1:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).
- ELA 5.43.2:** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
- ELA 5.43.3:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- ELA 5.43.4:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- ELA 5.43.5:** Use subject-related words and phrases acquired through conversations, reading and being read to, and responding to texts.
- ELA 5.43.6:** Use subject-related words and phrases acquired through conversations.



## Grade 6

Students will:

Reading Standards for Literature

**Key Ideas and Details**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]

**Objectives:**

**ELA 6.1.1:** Define inference and textual evidence.

**ELA 6.1.2:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 6.1.3:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 6.1.4:** Read a text and answer basic comprehension questions.

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [RL.6.2]

**Objectives:**

**ELA 6.2.1:** Define theme and summary.

**ELA 6.2.2:** Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

**ELA 6.2.3:** Locate specific details in a text that support the theme.  
Examples: setting, characters, conflict

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. [RL.6.3]

**Objectives:**

**ELA 6.3.1:** Define drama and plot.

**ELA 6.3.2:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**ELA 6.3.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA 6.3.4:** Identify the elements of plot (exposition, rising action, climax, falling action, and resolution).

**ELA 6.3.5:** Identify characters, settings, and sequence of events in a text.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4]

**Objectives:**

**ELA 6.4.1:** Define figurative language, connotation, denotation, and tone.

**ELA 6.4.2:** Compare figurative word choice with its literal meaning.

Example: John is a rotten tomato. Why not just call him a bad boy?

**ELA 6.4.3:** Identify similes and metaphors within a text.

**ELA 6.4.4:** Identify literal and nonliteral meanings of terms in a text.

**ELA 6.4.5:** Determine and interpret the meaning of unfamiliar words using context clues.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. [RL.6.5]

**Objectives:**

**ELA 6.5.1:** Define stanza, theme, setting, and plot.

**ELA 6.5.2:** Describe how sentences, chapters, scenes, or stanzas contribute to the overall text.

**ELA 6.5.3:** Determine the theme, setting, and plot of a text.

**ELA 6.5.4:** Determine sequence of events in a text.

6. Explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]

**Objectives:**

**ELA 6.6.1:** Define point of view.

**ELA 6.6.2:** Identify the narrator’s point of view and how it impacts the events in the text.

**ELA 6.6.3:** Describe the difference between first- and third-person narrations.

## Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. [RL.6.7]


**Objectives:**

**ELA 6.7.1:** Define perceive.

**ELA 6.7.2:** Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.

**ELA 6.7.3:** View videos or illustrations in order to test comprehension and interpretation of material.

**ELA 6.7.4:** Listen to an audio recording to test comprehension and interpretation of material.

8. Differentiate among odes, ballads, epic poetry, and science fiction. 

**Objectives:**

- ELA 6.8.1:** Define odes, ballads, and epic.  
**ELA 6.8.2:** Identify the elements of science fiction.  
**ELA 6.8.3:** Identify the different genres of poetry.

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. [RL.6.9]

**Objectives:**

- ELA 6.9.1:** Define genre.  
**ELA 6.9.2:** Identify common themes in texts.  
**ELA 6.9.3:** Identify different genres of literature.  
**ELA 6.9.4:** Label texts by appropriate genre.

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10]

**Objectives:**

- ELA 6.10.1:** Read and comprehend text complexity band Grades 5-7.  
**ELA 6.10.2:** Read and comprehend text complexity band Grades 4-6.  
**ELA 6.10.3:** Read and comprehend text complexity band Grades 3-5.

## Reading Standards for Informational Text

### Key Ideas and Details

11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]

**Objectives:**

- ELA 6.11.1:** Define textual evidence, inference, and explicit.  
**ELA 6.11.2:** Identify inferential examples in order to state the meaning of the text.  
**ELA 6.11.3:** Identify literal examples in order to state the meaning of the text.

12. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. [RI.6.2]

**Objectives:**

- ELA 6.12.1:** Define main idea (explicit and inferred).  
**ELA 6.12.2:** Explain how main ideas are supported by key details.  
**ELA 6.12.3:** Determine two or more main ideas of a text.  
**ELA 6.12.4:** Identify at least one implied main idea in a text.  
**ELA 6.12.5:** Identify at least one explicit main idea in a text.

13. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). [RI.6.3]

**Objectives:**

**ELA 6.13.1:** Define anecdote.

**ELA 6.13.2:** Explain why, based on specific information in a text, something happened.

**ELA 6.13.3:** Paraphrase what happened in a text based on events, procedures, ideas, or concepts.

### Craft and Structure

14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]

**Objectives:**

**ELA 6.14.1:** Define figurative language, connotation, denotation, text features, and technical meanings.

**ELA 6.14.2:** Determine and interpret the meaning of unfamiliar words using context clues.

**ELA 6.14.3:** Identify similes and metaphors within a text.

**ELA 6.14.4:** Identify literal and nonliteral meanings of terms in a text.

**ELA 6.14.5:** Identify text features within informational texts.

Example: Bold words, bullets, italicized words

15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. [RI.6.5]

**Objectives:**

**ELA 6.15.1:** Define chronological order and text structure.

**ELA 6.15.2:** Demonstrate understanding of text structures through the use of outlines, flow charts, graphic organizers

**ELA 6.15.3:** Determine chronological order (sequence of events) in a text.

**ELA 6.15.4:** List and recognize transition words that could be used in a texts.

16. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. [RI.6.6]

**Objectives:**

**ELA 6.16.1:** Define point of view.

**ELA 6.16.2:** Determine the author's purpose.

Example: Inform, persuade, entertain

**ELA 6.16.3:** Identify the author's point of view and how it impacts the events in the text.

**ELA 6.16.4:** Identify 1<sup>st</sup> and 3<sup>rd</sup> person points of view.

### Integration of Knowledge and Ideas

17. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. [RI.6.7]

**Objectives:**

- ELA 6.17.1:** Identify multiple forms of media.  
**ELA 6.17.2:** Develop compare and contrast skills using charts, graphic organizers  
**ELA 6.17.3:** Use multiple forms of presentations in order to gather information.  
 Example: novels, graphic novels, videos, songs.

18. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. [RI.6.8]

**Objectives:**

- ELA 6.18.1:** Define argument and claims.  
**ELA 6.18.2:** Compare and contrast a firsthand and secondhand account of the same event or topic.  
**ELA 6.18.3:** Evaluate informational text using graphic organizers or outlines.  
**ELA 6.18.4:** Identify main ideas and supporting details in an argumentative text.  
**ELA 6.18.5:** Differentiate between fact and opinion in multiple texts.

19. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). [RI.6.9]

**Objectives:**

- ELA 6.19.1:** Define nonfiction genre.  
**ELA 6.19.2:** Analyze multiple accounts of the same event or topic  
**ELA 6.19.3:** Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.

### Range of Reading and Level of Text Complexity

20. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.6.10]

**Objectives:**

- ELA 6.20.1:** Read and comprehend text complexity band Grades 5-7.  
**ELA 6.20.2:** Read and comprehend text complexity band Grades 4-6.  
**ELA 6.20.3:** Read and comprehend text complexity band Grades 3-5.

## Writing Standards

### Text Types and Purposes

21. Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]
  - a. Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a]
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]
  - d. Establish and maintain a formal style. [W.6.1d]
  - e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]

#### Objectives:

**ELA 6.21.1:** Define argument, claims, support, evidence, formal style.

**ELA 6.21.2:** Use graphic organizers to organize claims and evidence.

**ELA 6.21.3:** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

**ELA 6.21.4:** Write sentences with varying sentence structures.

**ELA 6.21.5:** Identify compound, complex, and compound-complex sentences.

**ELA 6.21.6:** Write a complete sentence.

**ELA 6.21.7:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.6.2a]
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.6.2b]
  - Use appropriate transitions to clarify the relationships among ideas and concepts. [W.6.2c]
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.6.2d]
  - Establish and maintain a formal style. [W.6.2e]
  - Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]

**Objectives:**

- ELA 6.22.1:** Define informative, explanatory, transitions, concrete detail, and formal style.
- ELA 6.22.2:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- ELA 6.22.3:** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- ELA 6.22.4:** Develop the topic with facts, definitions, and details.
- ELA 6.22.5:** Write sentences with varying sentence structures.
- ELA 6.22.6:** Identify compound, complex, and compound-complex sentences.
- ELA 6.22.7:** Write a complete sentence.
- ELA 6.22.8:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]
- Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.6.3a]
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.6.3b]
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.6.3c]
  - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. [W.6.3d]
  - Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]

**Objectives:**

- ELA 6.23.1:** Define transitions, narrative techniques, and sensory language.
- ELA 6.23.2:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- ELA 6.23.3:** Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA 6.23.4:** Use concrete words and phrases and sensory details to convey events precisely.
- ELA 6.23.5:** Use a variety of transitional words and phrases to manage the sequence of events.
- ELA 6.23.6:** Identify direct and indirect quotations.
- ELA 6.23.7:** Identify the elements of plot (exposition, rising action, climax, falling action, resolution).
- ELA 6.23.8:** Write sentences with varying sentence structures.
- ELA 6.23.9:** Identify compound, complex, and compound-complex sentences.
- ELA 6.23.10:** Write a complete sentence.

### Production and Distribution of Writing

24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above). [W.6.4]

**Objectives:**

- ELA 6.24.1:** Define coherent writing, organization, purpose, style, identify audience.
- ELA 6.24.2:** Produce, with guidance, a writing that is clear and understandable to the audience.
- ELA 8.24.3:** Produce writings that follow the basic writing conventions.  
Examples: the writing process, paragraphing, topic sentences, concluding sentences



25. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6). [W.6.5]

**Objectives:**

- ELA 6.25.1:** Follow the writing process.  
Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting.
- ELA 6.25.2:** Use rubrics and editing checklists in order to conduct peer editing and revision.
- ELA 6.25.3:** Use strategies to edit and revise basic grammatical errors in a paragraph.  
Example: Daily Oral Language activities.
- ELA 6.25.4:** Use strategies to edit and revise basic grammatical errors in a single sentence.
- ELA 6.25.5:** Organize sentences into a paragraph to address a topic or tell a story.
- ELA 6.25.6:** Use a variety of sentence types.
- ELA 6.25.7:** Write a complete sentence using correct spelling, capitalization, and punctuation.

26. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. [W.6.6]

**Objectives:**

- ELA 6.26.1:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- ELA 6.26.2:** Use keyboarding to produce writing.

### Research to Build and Present Knowledge

27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]

**Objectives:**

- ELA 6.27.1:** Identify possible sources which could be used for research.
- ELA 6.27.2:** Take notes and organize information into categories.

28. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. [W.6.8]

**Objectives:**

- ELA 6.28.1:** Define paraphrase, plagiarism, and bibliographic information.
- ELA 6.28.2:** Sort evidence and bibliographic information.  
Examples: Using note cards, graphic organizers, rubrics, check sheets.
- ELA 6.28.3:** Identify relevant and nonrelevant (essential and nonessential) information in a text.
- ELA 6.28.4:** Contrast valid, reliable sources, and non-reliable sources.
- ELA 6.28.5:** Identify direct and indirect quotations in a text.

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]
- Apply *Grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). [W.6.9a]
  - Apply *Grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). [W.6.9b]

**Objectives:**

- ELA 6.29.1:** Apply *Grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]” ).
- ELA 6.29.2:** Apply *Grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).
- ELA 6.29.3:** Apply *Grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- ELA 6.29.4:** Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- ELA 6.29.5:** Recall information from experiences or gather information from print and digital sources.

**Range of Writing**

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.6.10]

**Objectives:**

- ELA 6.30.1:** Produce various pieces of writing in varying modes throughout the year, including short pieces and long pieces.  
Examples: Portfolios, writing workshops
- ELA 6.30.2:** Write in journals following teacher guidelines.  
Examples: subject journals, story starters, open-ended questions.
- ELA 6.30.3:** Write words and sentences legibly with proper spacing.
- ELA 6.30.4:** Write using varied sentence structure and appropriate transition words.
- ELA 6.30.5:** Write complete sentences using correct capitalization, punctuation, spelling, and grammar.

## Speaking and Listening Standards

**Comprehension and Collaboration**

31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. [SL.6.1]
- Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1a]
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

**Objectives:**

**ELA 6.31.1:** Define rules for collegial discussions and individual roles.

**ELA 6.31.2:** Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.

32. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. [SL.6.2]

**Objectives:**

**ELA 6.32.1:** Summarize a written text that has been read aloud or information presented in multiple formats.

**ELA 6.32.2:** Paraphrase portions of a text read aloud or information presented in multiple formats.

33. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3]

**Objectives:**

**ELA 6.33.1:** Define claims and evidence.

**ELA 6.33.2:** Identify speaker's reasons and evidence that are used to support particular points.

**ELA 6.33.3:** Use listening and questioning in order to identify speakers' reasons and evidence.

**ELA 6.33.4:** Identify the speaker's point of view and how it impacts the argument and claims.

## Presentation of Knowledge and Ideas

34. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.6.4]

**Objectives:**

**ELA 6.34.1:** Define pertinent, main ideas, themes, and accentuate.

**ELA 6.34.2:** Determine sequence of events and chronological order.

**ELA 6.34.3:** Recall or read a story and retell it orally to a teacher, student, or small group paying careful attention to sequence and staying on topic.

**ELA 6.34.4:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.

35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.6.5]

**Objectives:**

**ELA 6.35.1:** Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.

**ELA 6.35.2:** Retell a story or informative text through the use of multimedia components (graphics, images, music, or sounds).

36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations). [SL.6.6]

**Objectives:**

**ELA 6.36.1:** Define discourse and formal/informal English.

**ELA 6.36.2:** Ensure subject-verb and pronoun-antecedent agreement.

**ELA 6.36.3:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**ELA 6.36.4:** Distinguish between formal and informal discourse.

**ELA 6.36.5:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.

**ELA 6.36.6:** Speak in complete sentences when addressing an audience (even in one-on-one situation).

**ELA 6.36.7:** Produce simple, compound, and complex sentences.

**ELA 6.36.8:** Describe characteristics of formal language and informal language.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]
- Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.
  - Ensure that pronouns are in the proper case (subjective, objective, and possessive). [L.6.1a]
  - Use intensive pronouns (e.g., *myself*, *ourselves*). [L.6.1b]
  - Recognize and correct inappropriate shifts in pronoun number and person.\* [L.6.1c]
  - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* [L.6.1d]
  - Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\* [L.6.1e]

#### Objectives:

- ELA 6.37.1:** Demonstrate an understanding of conjunctions, prepositions, interjections, verb tenses, and shifts in verb tenses.
- ELA 6.37.2:** Demonstrate an understanding of pronouns, adjectives, fragments, and run-ons.
- ELA 6.37.3:** Locate subjects, verbs, adjectives, nouns, and other basic conventions.
- ELA 6.37.4:** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.\* [L.6.2a]
  - Spell correctly. [L.6.2b]

#### Objectives:

- ELA 6.38.1:** Spell words correctly, consulting references as needed.
- ELA 6.38.2:** Use correct capitalization.
- ELA 6.38.3:** Use commas in addresses.
- ELA 6.38.4:** Use commas and quotation marks to mark direct speech and quotations from a text.
- ELA 6.38.5:** Use a comma before a coordinating conjunction in a compound sentence.
- ELA 6.38.6:** Form and use possessives.
- ELA 6.38.7:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- ELA 6.38.8:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Knowledge of Language

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]
- Vary sentence patterns for meaning, reader or listener interest, and style.\* [L.6.3a]
  - Maintain consistency in style and tone.\* [L.6.3b]

**Objectives:**

- ELA 6.39.1:** Define sentence patterns, style, and tone.  
**ELA 6.39.2:** Write sentences with varying sentence structures.  
**ELA 6.39.3:** Identify compound, complex, and compound-complex sentences.  
**ELA 6.39.4:** Write a complete sentence.

### Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies. [L.6.4]
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.6.4a]
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*). [L.6.4b]
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.6.4c]
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.6.4d]

**Objectives:**

- ELA 6.40.1:** Define denotation, connotation, inferences, affixes and roots.  
**ELA 6.40.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.  
**ELA 6.40.3:** Determine and interpret the meaning of unfamiliar words using context clues.  
**ELA 6.40.4:** Explain how prefixes and suffixes change the meaning of words.  
**ELA 6.40.5:** Identify prefixes and suffixes of words.

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]
- Interpret figures of speech (e.g., personification) in context. [L.6.5a]
  - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *wasteful*, *thrifty*). [L.6.5c]

**Objectives:**

- ELA 6.41.1:** Define figurative language, connotations, denotations and nuances.
- ELA 6.41.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.
- ELA 6.41.3:** Use appropriate figurative language to enhance the sentence.  
Example: “Joe is a rotten tomato” as opposed to “Joe is a bad man.”
- ELA 6.41.4:** Write word pictures based on images found in magazines, newspaper, or online.
- ELA 6.41.5:** Identify figurative language within a text.

42. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.6.6]

**Objectives:**

- ELA 6.42.1:** Use domain-specific vocabulary (Tier 3) to increase comprehension and expression. Domain specific refers to a field of study. Tier 3 words are more common in informational texts than in literature.
- ELA 6.42.2:** Use general academic vocabulary (Tier 2) to increase comprehension and expression. These words appear in informational, technical, and literary texts.
- ELA 6.42.3:** Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

## Grade 7

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.7.1]

**Objectives:**

**ELA 7.1.1:** Define inference and textual evidence.

**ELA 7.1.2:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 7.1.3:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 7.1.4:** Read a text and answer basic comprehension questions.

2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. [RL.7.2]

**Objectives:**

**ELA 7.2.1:** Define objective, theme, and summary.

**ELA 7.2.2:** Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

**ELA 7.2.3:** Locate specific details in a text that support the theme.

Examples: setting, characters, conflict

**ELA 7.2.4:** Use graphic organizer or outline to sort or categorize information for a summary.

3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). [RL.7.3]

**Objectives:**

**ELA 7.3.1:** Define elements of a story and drama.

**ELA 7.3.2:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**ELA 7.3.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA 7.3.4:** Identify the elements of plot (exposition, rising action, climax, falling action, and resolution).

**ELA 7.3.5:** Identify characters, settings, and sequence of events in a text.

**ELA 7.3.6:** Participate in a drama (reader's theatre, small group, class).



## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. [RL.7.4]

**Objectives:**

- ELA 7.4.1:** Define figurative language and elements of poetry.  
**ELA 7.4.2:** Compare figurative word choice with its literal meaning.  
 Example: John is a rotten tomato. Why not just call him a bad boy?  
**ELA 7.4.3:** Identify similes and metaphors within a text.  
**ELA 7.4.4:** Identify denotation (literal) and connotation (nonliteral) meanings of terms in a text.  
**ELA 7.4.5:** Determine and interpret the meaning of unfamiliar words using context clues.

5. Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. [RL.7.5]

**Objectives:**

- ELA 7.5.1:** Define forms of poetry, elements of poetry, and elements of drama.  
**ELA 7.5.2:** Describe how structure, scenes, or stanzas contribute to the overall text .  
**ELA 7.5.3:** Determine the meaning of a text based on the structure.  
**ELA 7.5.4:** Identify various types of poetry based on structure.  
 Example: Epic, ballad, haiku, sonnet  
**ELA 7.5.5:** Identify various elements of drama.  
 Example: soliloquies, monologues, dialogue.

6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. [RL.7.6]

**Objectives:**

- ELA 7.6.1:** Define point of view.  
**ELA 7.6.2:** Compare and contrast characters’ points of view through the use of Venn diagrams and graphic organizers.  
**ELA 7.6.3:** Identify the narrator’s point of view and how it impacts the events in the text.  
**ELA 7.6.4:** Describe the difference between first- and third-person narrations.

### Integration of Knowledge and Ideas

7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). [RL.7.7]

**Objectives:**

**ELA 7.7.1:** Differentiate between two different forms of media using a tool such as graphic organizer, map, or outline.

**ELA 7.7.2:** Identify the techniques that help make film and audio entertaining and meaningful.

8. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. [RL.7.9]

**Objectives:**

**ELA 7.8.1:** Define historical fiction and historical nonfiction.

**ELA 7.8.2:** Identify and compare common elements in texts.

**ELA 7.8.3:** Identify different genres of literature.

### Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.7.10]

**Objectives:**

**ELA 7.9.1:** Read and comprehend text complexity band Grades 5-7.

**ELA 7.9.2:** Read and comprehend text complexity band Grades 4-6.

**ELA 7.9.3:** Read and comprehend text complexity band Grades 3-5.

### Reading Standards for Informational Text

#### Key Ideas and Details

10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]

**Objectives:**

**ELA 7.10.1:** Define textual evidence, inference, and explicit.

**ELA 7.10.2:** Categorize examples from a text in order to state the meaning of the text.

**ELA 7.10.3:** Identify inferential examples in order to state the meaning of the text.

**ELA 7.10.4:** Identify literal examples in order to state the meaning of the text.

11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]

**Objectives:**

- ELA 7.11.1:** Define objective and main idea (explicit and inferred).  
**ELA 7.11.2:** Paraphrase orally or in writing what the text is about.  
**ELA 7.11.3:** Explain how main ideas are supported by key details.  
**ELA 7.11.4:** Determine two or more main ideas of a text.  
**ELA 7.11.5:** Identify at least one implied main idea in a text.  
**ELA 7.11.6:** Identify at least one explicit main idea in a text.

12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]

**Objectives:**

- ELA 7.12.1:** Define interaction, and cause and effect.  
**ELA 7.12.2:** Explain the effect that the action, problem, or situation has on the individuals, events, or outcome.  
**ELA 7.12.3:** Explain the cause of an action, problem, or situation in a text.  
**ELA 7.12.4:** Paraphrase what happened in a text based on events, procedures, ideas, or concepts.

### Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. [RI.7.4]

**Objectives:**

- ELA 7.13.1:** Define figurative language, connotation, denotation, text features, technical meanings, and tone.  
**ELA 7.13.2:** Compare the meaning of words within similar sentences based on word choice.  
 Example: John is a *rotten tomato*/John is a *bad man*.  
**ELA 7.13.3:** Determine and interpret the meaning of unfamiliar words using context clues.  
**ELA 7.13.4:** Identify similes and metaphors within a text.  
**ELA 7.13.5:** Identify literal and nonliteral meanings of terms in a text.  
**ELA 7.13.6:** Identify text features within informational texts.  
 Example: Bold words, bullets, italicized words  
**ELA 7.13.7:** Identify technical meanings of words as used in a text.  
 Example: They worked on the *machine*/they worked on the *apparatus*.

14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]

**Objectives:**

**ELA 7.14.1:** Define chronological order and text structure.

**ELA 7.14.2:** Explore different informational texts with partners or groups in order to compare structures of the texts.

**ELA 7.14.3:** Demonstrate understanding of text structures through the use of outlines, flow charts, or graphic organizers.

**ELA 7.14.4:** Determine chronological order (sequence of events) in a text.

**ELA 7.14.5:** Recognize and list transition words that could be used in a texts.

15. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

**Objectives:**

**ELA 7.15.1:** Define point of view.

**ELA 7.15.2:** Compare and contrast multiple viewpoints on a similar topic from different authors.

**ELA 7.15.3:** Determine the author’s purpose.

Example: Inform, persuade, entertain

**ELA 7.15.4:** Identify the author’s point of view and how it impacts the events in the text.

**ELA 7.15.5:** Identify 1<sup>st</sup> and 3<sup>rd</sup> person points of view.

### Integration of Knowledge and Ideas

16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). [RI.7.7]

**Objectives:**

**ELA 7.16.1:** Identify multiple forms of media and compare their effect on the explicit or implied message.

**ELA 7.16.2:** Complete compare and contrast activities using charts, or graphic organizers.

**ELA 7.16.3:** Use multiple forms of presentations in order to gather information.

Example: novels, graphic novels, videos, songs

17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.7.8]

**Objectives:**

**ELA 7.17.1:** Define trace, sound, relevant, sufficient argument, and claims.

**ELA 7.17.2:** Compare and contrast a firsthand and secondhand account of the same event or topic.

**ELA 7.17.3:** Evaluate informational text using graphic organizers or outlines.

**ELA 7.17.4:** Identify main ideas and supporting details in an argumentative text.

**ELA 7.17.5:** Differentiate between fact and opinion in multiple texts.

**ELA 7.17.6:** Identify an argument and claim within a text.

18. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]

**Objectives:**

- ELA 7.18.1:** Define nonfiction genre.  
**ELA 7.18.2:** Analyze multiple accounts of the same event or topic.  
**ELA 7.18.3:** Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.  
**ELA 7.18.4:** Identify arguments and supporting evidence within an informational text.

### Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]

**Objectives:**

- ELA 7.19.1:** Read and comprehend text complexity band Grades 5-7.  
**ELA 7.19.2:** Read and comprehend text complexity band Grades 4-6.  
**ELA 7.19.3:** Read and comprehend text complexity band Grades 3-5.

## Writing Standards

### Text Types and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence. [W.7.1]
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. [W.7.1a]
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.7.1b]
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. [W.7.1c]
  - Establish and maintain a formal style. [W.7.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.7.1e]

**Objectives:**

- ELA 7.20.1:** Define argument, claims, support, evidence, formal style.  
**ELA 7.20.2:** Use graphic organizers to organize claims and evidence.  
**ELA 7.20.3:** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).  
**ELA 7.20.4:** Identify and use a variety of reference materials.  
**ELA 7.20.5:** Write sentences with varying sentence structures.  
**ELA 7.20.6:** Identify compound, complex, and compound-complex sentences.  
**ELA 7.20.7:** Write a complete sentence.  
**ELA 7.20.7:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.7.2]
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.7.2a]
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.7.2b]
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. [W.7.2c]
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.7.2d]
  - Establish and maintain a formal style. [W.7.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.7.2f]

**Objectives:**

- ELA 7.21.1:** Define informative, explanatory, transitions, concrete detail, and formal style.
- ELA 7.21.2:** Use graphic organizers or outlines to organize the structure of an essay.
- ELA 7.21.3:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- ELA 7.21.4:** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- ELA 7.21.5:** Develop a topic with facts, definitions, and details.
- ELA 7.21.6:** Write sentences with varying sentence structures.
- ELA 7.21.7:** Identify compound, complex, and compound-complex sentences.
- ELA 7.21.8:** Write a complete sentence.
- ELA 7.21.9:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.7.3]
- Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.7.3a]
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.7.3b]
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.7.3c]
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.7.3d]
  - Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.7.3e]

**Objectives:**

- ELA 7.22.1:** Define transitions, narrative techniques, and sensory language.  
**ELA 7.22.2:** Use graphic organizers or outlines to organize sequence of events in a story.  
**ELA 7.22.3:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.  
**ELA 7.22.4:** Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.  
**ELA 7.22.5:** Use concrete words and phrases and sensory details to convey events precisely.  
**ELA 7.22.6:** Use a variety of transitional words and phrases to manage the sequence of events.  
**ELA 7.22.7:** Identify direct and indirect quotations.  
**ELA 7.22.8:** Identify the elements of plot (exposition, rising action, climax, falling action, resolution).  
**ELA 7.22.9:** Write sentences with varying sentence structures.  
**ELA 7.22.10:** Identify compound, complex, and compound-complex sentences.  
**ELA 7.22.11:** Write a complete sentence.

### Production and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above). [W.7.4]

**Objectives:**

- ELA 7.23.1:** Define coherent writing, organization, purpose, style, identify audience  
**ELA 7.23.2:** Produce, with guidance, a writing that is clear and understandable to the audience.  
**ELA 7.23.3:** Produce writings that follow the basic writing conventions.  
 Examples: the writing process, paragraphing, topic sentences, concluding sentences

24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7). [W.7.5]

**Objectives:**

- ELA 7.24.1:** Follow the writing process.  
Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting.
- ELA 7.24.2:** Use rubrics and editing checklists in order to conduct peer editing and revision.
- ELA 7.24.3:** Use strategies to edit and revise basic grammatical errors in a paragraph.  
Example: Daily Oral Language activities.
- ELA 7.24.4:** Use strategies to edit and revise basic grammatical errors in a single sentence.
- ELA 7.24.5:** Organize sentences into a paragraph to address a topic or tell a story.
- ELA 7.24.6:** Use a variety of sentence types.
- ELA 7.24.7:** Write a complete sentence using correct spelling, capitalization, and punctuation.

25. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.7.6]

**Objectives:**

- ELA 7.25.1:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- ELA 7.25.2:** Use keyboarding to produce writing.
- ELA 7.25.3:** Identify and follow appropriate etiquette for online sharing.  
Example: think before you post online, privacy, plagiarism of words and images
- ELA 7.25.4:** Identify possible sources which could be used for research.
- ELA 7.25.5:** Take notes and organize information into categories.

### Research to Build and Present Knowledge

26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.7.7]

**Objectives:**

- ELA 7.26.1:** Identify possible sources which could be used for research.
- ELA 7.26.2:** Take notes and organize information into categories.



27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.7.8]

**Objectives:**

**ELA 7.27.1:** Define paraphrase, plagiarism, and bibliographic information.

**ELA 7.27.2:** Sort evidence and bibliographic information.

Examples: Using note cards, graphic organizers, rubrics, check sheets.

**ELA 7.27.3:** Identify relevant and nonrelevant (essential and nonessential) information in a text.

**ELA 7.27.4:** Contrast valid, reliable sources, and non-reliable sources.

**ELA 7.27.5:** Identify direct and indirect quotations in a text.

28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]

a. Apply *Grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). [W.7.9a]

b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). [W.7.9b]

**Objectives:**

**ELA 7.28.1:** Compare and contrast literary texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.

**ELA 7.28.2:** Trace and evaluate the argument and specific claims in literary nonfiction, distinguishing claims that are supported by reasons and evidence from claims that are not.

**ELA 7.28.3:** Compare and contrast two or more characters, settings, or events in a story or a drama, in literary text drawing on specific details [e.g., how characters interact].

**ELA 7.28.4:** Explain how an author uses reasons and evidence to support particular points in informational text, identifying which reasons and evidence support which point.

**ELA 7.28.5:** Describe in depth a character, setting, or event in a story or drama, in literary text drawing on specific details [e.g., a character’s thoughts, words, or actions].

**ELA 7.28.6:** Explain how an author uses reasons and evidence to support particular points in informational text.

## Range of Writing

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.7.10]

### Objectives:

- ELA 7.29.1:** Produce various pieces of writing in varying modes throughout the year, including short pieces and long pieces.  
Examples: Portfolios, writing workshops

## Speaking and Listening Standards

### Comprehension and Collaboration

30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. [SL.7.1]
- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.7.1a]
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]
  - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c]
  - Acknowledge new information expressed by others and, when warranted, modify their own views. [SL.7.1d]

### Objectives:

- ELA 7.30.1:** Define rules for collegial discussions and individual roles.  
**ELA 7.30.2:** Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.

31. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]

### Objectives:

- ELA 7.31.1:** Summarize a written text that has been read aloud or information presented in multiple formats.  
**ELA 7.31.2:** Use graphic organizer to present information based on main ideas and supporting details.  
**ELA 7.31.3:** Paraphrase portions of a text read aloud or information presented in multiple formats.

32. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. [SL.7.3]

**Objectives:**

- ELA 7.32.1:** Define claims and evidence.  
**ELA 7.32.2:** Identify speaker’s reasons and evidence that are used to support particular points.  
**ELA 7.32.3:** Use listening and questioning skills in order to identify speakers’ reasons and evidence.  
**ELA 7.32.4:** Identify the speaker’s point of view and how it impacts the argument and claims.

### **Presentation of Knowledge and Ideas**

33. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]

**Objectives:**

- ELA 7.33.1:** Define salient, pertinent, main ideas, themes, and accentuate.  
**ELA 7.33.2:** Determine sequence of events and chronological order.  
**ELA 7.33.3:** Recall or read a story and retell it orally to a teacher, student, or small group paying careful attention to sequence and staying on topic.  
**ELA 7.33.4:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.

34. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. [SL.7.5]

**Objectives:**

- ELA 7.34.1:** Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.  
**ELA 7.34.2:** Retell a story or informative text through the use of multimedia components (graphics, images, music, or sounds).

35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations). [SL.7.6]

**Objectives:**

- ELA 7.35.1:** Distinguish between formal and informal discourse.  
**ELA 7.35.2:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.  
**ELA 7.35.3:** Ensure subject-verb and pronoun-antecedent agreement.  
**ELA 7.35.4:** Speak in complete sentences when addressing an audience (even in one-on-one situations).  
**ELA 7.35.5:** Produce simple, compound, and complex sentences.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.7.1]
- Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.7.1a]
  - Explain the function of phrases and clauses in general and their function in specific sentences. [L.7.1a]
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. [L.7.1b]
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* [L.7.1c]

#### Objectives:

- ELA 7.36.1:** Demonstrate an understanding of conjunctions, prepositions, interjections, verb tenses, and shifts in verb tenses.
- ELA 7.36.2:** Demonstrate an understanding of pronouns, adjectives, fragments, and run-ons.
- ELA 7.36.3:** Ensure subject-verb and pronoun-antecedent agreement.
- ELA 7.36.4:** Locate subjects, verbs, adjectives, nouns, and other basic conventions.
- ELA 7.36.5:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- ELA 7.36.6:** Identify complete sentences and sentence fragments.

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.7.2]
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*). [L.7.2a]
  - Spell correctly. [L.7.2b]

#### Objectives:

- ELA 7.37.1:** Identify adjectives in a sentence.
- ELA 7.37.2:** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.
- ELA 7.37.3:** Use punctuation to separate items in a series.
- ELA 7.37.4:** Use a comma to separate an introductory element from the rest of the sentence.
- ELA 7.37.5:** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *is that you, Steve?*).
- ELA 7.37.6:** Spell words correctly, consulting references as needed.

## Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.7.3]
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* [L.7.3a]

### Objectives:

- ELA 7.38.1:** Use reference materials in order to prevent redundancy and to improve concise word choice.  
Example: thesaurus, dictionary
- ELA 7.38.2:** Use rubric or checklist for precision and redundancy.

## Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies. [L.7.4]
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.7.4a]
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). [L.7.4b]
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.7.4c]
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.7.4d]

### Objectives:

- ELA 7.39.1:** Define denotation, connotations, infer, affixes and roots.
- ELA 7.39.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.
- ELA 7.39.3:** Determine and interpret the meaning of unfamiliar words using context clues.
- ELA 7.39.4:** Explain how prefixes and suffixes change the meaning of words.
- ELA 7.39.5:** Identify prefixes and suffixes of words.

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.7.5]
- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. [L.7.5a]
  - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. [L.7.5b]
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). [L.7.5c]

**Objectives:**

**ELA 7.40.1:** Define allusions and nuances.

**ELA 7.40.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.

**ELA 7.40.3:** Use appropriate figurative language to enhance the sentence.

Example: “Joe is a rotten tomato” as opposed to “Joe is a bad man.”

**ELA 7.40.4:** Write word pictures based on images found in magazines, newspaper, or online.

**ELA 7.40.5:** Identify figurative language in a text.

41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.7.6]

**Objectives:**

**ELA 7.41.1:** Use domain-specific vocabulary (Tier 3) to increase comprehension and expression. Domain specific refers to a field of study. Tier 3 words are more common in informational texts than in literature.

**ELA 7.41.2:** Use general academic vocabulary (Tier 2) to increase comprehension and expression. These words appear in informational, technical, and literary texts.

**ELA 7.41.3:** Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

## Grade 8

Students will:

## Reading Standards for Literature

### Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]

**Objectives:**

**ELA 8.1.1:** Define inference and textual evidence.

**ELA 8.1.2:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 8.1.3:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA 8.1.4:** Read a text and answer basic comprehension questions.

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. [RL.8.2]

**Objectives:**

**ELA 8.2.1:** Define objective, theme, and summary.

**ELA 8.2.2:** Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

**ELA 8.2.3:** Locate specific details in a text that support the theme.

Examples: setting, characters, conflict

**ELA 8.2.4:** Use graphic organizers or outlines to sort or categorize information for a summary.

**ELA 8.2.5:** Identify the elements of a story (exposition, rising action, climax, falling action, and resolution).

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]

**Objectives:**

**ELA 8.3.1:** Define elements of a story, dialogue, and drama.

**ELA 8.3.2:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**ELA 8.3.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA 8.3.4:** Identify the elements of plot (exposition, rising action, climax, falling action, and resolution).

**ELA 8.3.5:** Identify characters, settings, and sequence of events in a text.

**ELA 8.3.6:** Identify dialogue in a story or drama.

**ELA 8.3.7:** Participate in a drama (reader's theatre, small group, class).

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]

**Objectives:**

**ELA 8.4.1:** Define figurative language, allusions, analogies and elements of poetry.

**ELA 8.4.2:** Compare figurative word choice with its literal meaning.

Example: John is a rotten tomato. Why not just call him a bad boy?

**ELA 8.4.3:** Compare, contrast, or categorize everyday words using analogies.

Example: Bird is to air as fish is to water

**ELA 8.4.4:** Identify similes and metaphors within a text.

**ELA 8.4.5:** Identify denotation (literal) and connotation (nonliteral) meanings of terms in a text.

**ELA 8.4.6:** Determine and interpret the meaning of unfamiliar words using context clues.

**ELA 8.4.7:** Identify allusions in a story.

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]

**Objectives:**

**ELA 8.5.1:** Define literary elements and structures.

**ELA 8.5.2:** Describe how structure, scenes, or stanzas contribute to the overall text.

**ELA 8.5.3:** Determine the meaning of a text based on the structure.

**ELA 8.5.4:** Identify various types of poetry based on structure.

Example: Epic, ballad, haiku, sonnet

**ELA 8.5.5:** Identify various elements of drama.

Example: soliloquies, monologues, dialogue

**ELA 8.5.6:** Identify various aspects of literary genres.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. [RL.8.6]

**Objectives:**

**ELA 8.6.1:** Define point of view and dramatic irony.

**ELA 8.6.2:** Dramatize a situation from different points of view with a small group of students.

Example: Three students give first-hand accounts of the same event to the class (i.e. eyewitness account to a traffic accident)

**ELA 8.6.3:** Compare and contrast characters' points of view through the use of Venn diagrams and graphic organizers.

**ELA 8.6.4:** Identify the narrator's point of view and how it impacts the events in the text.

**ELA 8.6.5:** Describe the difference between first- and third-person narrations.



## Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7]

**Objectives:**

**ELA 8.7.1:** Define script and drama.

**ELA 8.7.2:** Differentiate between two different forms of media using a tool such as graphic organizer, map, or outline.

**ELA 8.7.3:** Determine the literary elements from a story.

Example: setting, theme, characters, point of view

**ELA 8.7.4:** Identify the techniques that help make film and audio entertaining and meaningful.

8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]

**Objectives:**

**ELA 8.8.1:** Define religious work, myths, historical fiction, and historical nonfiction.

**ELA 8.8.2:** Use graphic organizers or t-charts to compare and contrast modern texts to older texts.

**ELA 8.8.3:** Identify and compare common elements in texts.

Examples: Characters, theme, setting

**ELA 8.8.4:** Identify different genres of literature.

## Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]

**Objectives:**

**ELA 8.9.1:** Read and comprehend text complexity band Grades 5-7.

**ELA 8.9.2:** Read and comprehend text complexity band Grades 4-6.

**ELA 8.9.3:** Read and comprehend text complexity band Grades 3-5.

## Reading Standards for Informational Text

### Key Ideas and Details

10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]

**Objectives:**

**ELA 8.10.1:** Define textual evidence, inference, and explicit.

**ELA 8.10.2:** Categorize examples from a text in order to state the meaning of the text.

**ELA 8.10.3:** Identify inferential examples in order to state the meaning of the text.

**ELA 8.10.4:** Identify literal examples in order to state the meaning of the text.

11. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]

**Objectives:**

- ELA 8.11.1:** Define objective and main idea (explicit and inferred).  
**ELA 8.11.2:** Paraphrase orally or written what the text is about.  
**ELA 8.11.3:** Explain how main ideas are supported by key details.  
**ELA 8.11.4:** Determine two or more main ideas of a text.  
**ELA 8.11.5:** Identify at least one implied main idea in a text.  
**ELA 8.11.6:** Identify at least one explicit main idea in a text.

12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

**Objectives:**

- ELA 8.12.1:** Define connections and distinctions.  
**ELA 8.12.2:** Explain the connections, using t-charts, between the actions, problems, situations, individuals, events, or outcomes in a text.  
**ELA 8.12.3:** Explain the distinctions, using t-charts, between the actions, problems, situations, individuals, events, or outcomes in a text.  
**ELA 8.12.4:** Paraphrase what happened in a text based on events, procedures, ideas, or concepts.

### Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RI.8.4]

**Objectives:**

- ELA 8.13.1:** Define analogies, allusions, figurative language, connotation, denotation, technical meanings, and tone.  
**ELA 8.13.2:** Compare the meaning of words within similar sentences based on word choice.  
 Example: John is a *rotten tomato*. / John is a *bad man*.  
**ELA 8.13.3:** Determine and interpret the meaning of unfamiliar words using context clues.  
**ELA 8.13.4:** Identify similes and metaphors within a text.  
**ELA 8.13.5:** Identify literal and nonliteral meanings of terms in a text.  
**ELA 8.13.6:** Identify analogies and allusions in a text.  
**ELA 8.13.7:** Identify technical meanings of words as used in a text.  
 Example: They worked on the *machine*. / They worked on the *apparatus*.

14. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]

**Objectives:**

- ELA 8.14.1:** Define chronological order and text structure.  
**ELA 8.14.2:** Explore different informational texts with partners or groups in order to compare structures of the texts.  
**ELA 8.14.3:** Demonstrate understanding of text structures through the use of outlines, flow charts, or graphic organizers.  
**ELA 8.14.4:** Determine chronological order (sequence of events) in a text.  
**ELA 8.14.5:** Recognize and list transition words that could be used in a texts.

15. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI.8.6]

**Objectives:**

- ELA 8.15.1:** Define point of view and conflicting evidence.  
**ELA 8.15.2:** Compare and contrast multiple viewpoints on a similar topic from different authors.  
**ELA 8.15.3:** Determine the author’s purpose.  
 Example: Inform, persuade, entertain  
**ELA 8.15.4:** Identify the author’s point of view and how it impacts the events in the text.  
**ELA 8.15.5:** Identify 1<sup>st</sup> and 3<sup>rd</sup> person points of view within a text.

### Integration of Knowledge and Ideas

16. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. [RI.8.7]

**Objectives:**

- ELA 8.16.1:** Define medium.  
**ELA 8.16.2:** Identify multiple forms of media and compare their effect on the explicit or implied message.  
**ELA 8.16.3:** Develop compare and contrast skills using charts or graphic organizers.  
**ELA 8.16.4:** Use multiple forms of presentations in order to gather information.  
 Example: novels, graphic novels, videos, songs.

17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]

**Objectives:**

- ELA 8.17.1:** Define delineate, sound, relevant, sufficient, argument, and claims.  
**ELA 8.17.2:** Evaluate evidence as to its relevance to the author’s claims.  
**ELA 8.17.3:** Evaluate informational text using graphic organizers or outlines.  
**ELA 8.17.4:** Identify main ideas and supporting details in an argumentative text.  
**ELA 8.17.5:** Differentiate between fact and opinion in multiple texts.  
**ELA 8.17.6:** Identify an argument and claim within a text.

18. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]

**Objectives:**

- ELA 8.18.1:** Define conflicting and interpretation.  
**ELA 8.18.2:** Evaluate the strength and validity of arguments in a text.  
**ELA 8.18.3:** Contrast two different texts on the same topic.  
 Examples: Using graphic organizers, maps, outlines.  
**ELA 8.18.4:** Identify arguments and supporting evidence within an informational text.

### Range of Reading and Level of Text Complexity

19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]

**Objectives:**

- ELA 8.19.1:** Read and comprehend text complexity band Grades 5-7.  
**ELA 8.19.2:** Read and comprehend text complexity band Grades 4-6.  
**ELA 8.19.3:** Read and comprehend text complexity band Grades 3-5.

## Writing Standards

### Text Types and Purposes

20. Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]
- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]
  - Establish and maintain a formal style. [W.8.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]

**Objectives:**

- ELA 8.20.1:** Define cohesion, argument, claims, support, evidence, formal style, and counterclaims.  
**ELA 8.20.2:** Use graphic organizers or outlines to organize the structure of an essay.  
**ELA 8.20.3:** Use graphic organizers to organize claims and evidence.  
**ELA 8.20.4:** Use t-chart to list arguments and their counterarguments.  
**ELA 8.20.5:** Link opinions and reasons using words and phrases (e.g., *for instance, in order to, in addition*).  
**ELA 8.20.6:** Identify and use a variety of reference materials.  
**ELA 8.20.7:** Write sentences with varying sentence structures.  
**ELA 8.20.8:** Identify compound, complex, and compound-complex sentences.  
**ELA 8.20.9:** Write a complete sentence.  
**ELA 8.20.10:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]
  - Establish and maintain a formal style. [W.8.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]

**Objectives:**

- ELA 8.21.1:** Define informative, explanatory, transitions, concrete detail, and formal style.
- ELA 8.21.2:** Use graphic organizers or outlines to organize the structure of an essay.
- ELA 8.21.3:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- ELA 8.21.4:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- ELA 8.21.5:** Develop the topic with facts, definitions, and details.
- ELA 8.21.6:** Write sentences with varying sentence structures.
- ELA 8.21.7:** Identify compound, complex, and compound-complex sentences.
- ELA 8.21.8:** Write a complete sentence.
- ELA 8.21.9:** Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).

22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]
- Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c]
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]
  - Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]

**Objectives:**

- ELA 8.22.1:** Define transitions, narrative techniques, and sensory language.
- ELA 8.22.2:** Use graphic organizers or outlines to organize sequence of events in a story.
- ELA 8.22.3:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- ELA 8.22.4:** Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- ELA 8.22.5:** Use concrete words and phrases and sensory details to convey events precisely.
- ELA 8.22.6:** Use a variety of transitional words and phrases to manage the sequence of events.
- ELA 8.22.7:** Identify direct and indirect quotations.
- ELA 8.22.8:** Identify the elements of plot (exposition, rising action, climax, falling action, resolution).
- ELA 8.22.9:** Write sentences with varying sentence structures.
- ELA 8.22.10:** Identify compound, complex, and compound-complex sentences.
- ELA 8.22.11:** Write a complete sentence using appropriate grammatical conventions.

### Production and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above). [W.8.4]

**Objectives:**

- ELA 8.23.1:** Define coherent writing, organization, purpose, and style.
- ELA 8.23.2:** Produce, with guidance, a writing that is clear and understandable to the audience.
- ELA 8.23.3:** Produce writings that follow the basic writing conventions.  
Examples: the writing process, paragraphing, topic sentences, concluding sentences

24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8). [W.8.5]

**Objectives:**

- ELA 8.24.1:** Follow the writing process.  
Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting.
- ELA 8.24.2:** Use rubrics and editing checklists in order to conduct peer editing and revision.
- ELA 8.24.3:** Use strategies to edit and revise basic grammatical errors in a paragraph.  
Example: Daily Oral Language activities.
- ELA 8.24.4:** Use strategies to edit and revise basic grammatical errors in a single sentence.
- ELA 8.24.5:** Organize sentences into a paragraph to address a topic or tell a story.
- ELA 8.24.6:** Use a variety of sentence types.
- ELA 8.24.7:** Write a complete sentence using correct spelling, capitalization, and punctuation.

25. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]

**Objectives:**

- ELA 8.25.1:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  
Example: PowerPoint, wiki pages
- ELA 8.25.2:** Identify and follow appropriate etiquette for online sharing.  
Example: think before you post online, privacy, plagiarism of words and images
- ELA 8.25.3:** Identify possible sources (primary and secondary) which could be used for research.
- ELA 8.25.4:** Take notes and organize information into categories.

### Research to Build and Present Knowledge

26. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7]

**Objectives:**

- ELA 8.26.1:** Formulate a list of possible research questions for the chosen topic.
- ELA 8.26.2:** Identify possible sources which could be used for research.
- ELA 8.26.3:** Take notes and organize information into categories.
- ELA 8.26.4:** Identify areas of personal interest to use as a topic for research. This includes determining if there is enough information to research on this topic.

27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]

**Objectives:**

**ELA 8.27.1:** Define paraphrase, plagiarism, and bibliographic information.

**ELA 8.27.2:** Sort evidence and bibliographic information.

Examples: Using note cards, graphic organizers, rubrics, check sheets.

**ELA 8.27.3:** Identify valid, reliable sources, and non-reliable sources.

**ELA 8.27.4:** Identify relevant and nonrelevant (essential and nonessential) information in a text.

28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]

a. Apply *Grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a]

b. Apply *Grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b]

**Objectives:**

**ELA 8.28.1:** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**ELA 8.28.2:** Trace and evaluate the argument and specific claims in literary nonfiction, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**ELA 8.28.3:** Compare and contrast literary texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.

**ELA 8.28.4:** Trace and evaluate the argument and specific claims in literary nonfiction, distinguishing claims that are supported by reasons and evidence from claims that are not.

**ELA 8.28.5:** Compare and contrast two or more characters, settings, or events in a story or a drama, in literary text drawing on specific details [e.g., how characters interact].

**ELA 8.28.6:** Explain how an author uses reasons and evidence to support particular points in informational text, identifying which reasons and evidence support which point.

**ELA 8.28.7:** Describe in depth a character, setting, or event in a story or drama, in literary text drawing on specific details [e.g., a character’s thoughts, words, or actions].

**ELA 8.28.8:** Explain how an author uses reasons and evidence to support particular points in informational text.



## Range of Writing

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]

### Objectives:

- ELA 8.29.1:** Produce various pieces of writing in varying modes throughout the year, including short pieces and long pieces.  
Examples: Portfolios, writing workshops

## Speaking and Listening Standards

### Comprehension and Collaboration

30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. [SL.8.1]
- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a]
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]

### Objectives:

- ELA 8.30.1:** Define rules for collegial discussions and individual roles.  
**ELA 8.30.2:** Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.  
**ELA 8.30.3:** Utilize active listening activity, such as taking notes or charting conversations in order to participate in group discussions.

31. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]

### Objectives:

- ELA 8.31.1:** Define motive and quantitatively.  
**ELA 8.31.2:** Determine general motives for presenting information.  
Examples: social, commercial, persuasion, entertainment, inform  
**ELA 8.31.3:** Paraphrase portions of the presentation in order to determine the overall message.  
**ELA 8.31.4:** Identify speaker's purpose for presenting information.  
**ELA 8.31.5:** Identify who the audience is.

32. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3]

**Objectives:**

- ELA 8.32.1:** Define relevance, irrelevant evidence, claims and evidence.  
**ELA 8.32.2:** Distinguish between solid supportive evidence and weaker details that do not relate to the topic.  
**ELA 8.32.3:** Identify speaker’s reasons and evidence that are used to support particular points.  
**ELA 8.32.4:** Use listening and questioning in order to identify speakers’ reasons and evidence.  
**ELA 8.32.5:** Identify the speaker’s point of view and how it impacts the argument and claims.

### Presentation of Knowledge and Ideas

33. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]

**Objectives:**

- ELA 8.33.1:** Define salient, relevant, coherent, adequate, and valid.  
**ELA 8.33.2:** Distinguish between solid supportive evidence and weaker details that do not relate to the topic.  
**ELA 8.33.3:** Determine sequence of events and chronological order.  
**ELA 8.33.4:** Recall or read a story and retell it orally to a teacher, student, or small group paying careful attention to sequence and staying on topic.  
**ELA 8.33.5:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.

34. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]

**Objectives:**

- ELA 8.34.1:** Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.  
**ELA 8.34.2:** Follow the guidelines or rubrics for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.  
**ELA 8.34.3:** Retell a story or informative text through the use of multimedia components (graphics, images, music, or sounds).

35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations). [SL.8.6]

**Objectives:**

- ELA 8.35.1:** Distinguish between formal and informal discourse.  
**ELA 8.35.2:** Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.  
**ELA 8.35.3:** Ensure subject-verb and pronoun-antecedent agreement.  
**ELA 8.35.4:** Speak in complete sentences when addressing an audience (even in one-on-one situations).  
**ELA 8.35.4:** Produce simple, compound, and complex sentences.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]
- Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.
  - Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]
  - Form and use verbs in the active and passive voice. [L.8.1b]
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]
  - Recognize and correct inappropriate shifts in verb voice and mood.\* [L.8.1d]

**Objectives:**

- ELA 8.36.1:** Demonstrate knowledge of subject-verb agreement, prepositional phrases, inverted word order, indefinite pronouns, compound subjects, correlative and coordinating conjunctions, and collective nouns.  
**ELA 8.36.2:** Demonstrate knowledge of verbal's (gerunds, participles, infinitives).  
**ELA 8.36.3:** Demonstrate knowledge of active and passive voice with verbs.  
**ELA 8.36.4:** Demonstrate knowledge of verb forms (indicative, imperative, interrogative, conditional, and subjunctive).  
**ELA 8.36.5:** Ensure subject-verb and pronoun-antecedent agreement.  
**ELA 8.36.6:** Use complete sentences when speaking and writing for class activities.

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]
  - Use an ellipsis to indicate an omission. [L.8.2b]
  - Spell correctly. [L.8.2c]

**Objectives:**

- ELA 8.37.1:** Demonstrate knowledge of the usage of commas, ellipsis, and dashes.  
**ELA 8.37.2:** Spell words correctly, consulting references as needed.  
**ELA 8.37.3:** Use complete sentences when speaking and writing for class activities.

**Knowledge of Language**

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]

**Objectives:**

- ELA 8.38.1:** Define conditional and subjunctive.  
**ELA 8.38.2:** Demonstrate knowledge of conditional and subjunctive mood in verbs.  
**ELA 8.38.3:** Demonstrate knowledge of active and passive voice for verbs.  
**ELA 8.38.4:** Use complete sentences when speaking and writing for class activities.

**Vocabulary Acquisition and Use**

39. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies. [L.8.4]
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). [L.8.4b]
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]

**Objectives:**

- ELA 8.39.1:** Define denotation, connotations, infer, affixes and roots.  
**ELA 8.39.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.  
**ELA 8.39.3:** Determine and interpret the meaning of unfamiliar words using context clues.  
**ELA 8.39.4:** Explain how prefixes and suffixes change the meaning of words.  
**ELA 8.39.5:** Identify prefixes and suffixes of words.

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]
- Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]
  - Use the relationship between particular words to better understand each of the words. [L.8.5b]
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). [L.8.5c]

**Objectives:**

**ELA 8.40.1:** Define irony, puns, and nuances.

**ELA 8.40.2:** Identify literal (denotation) and nonliteral (connotation/inferential) meanings of terms in a text.

**ELA 8.40.3:** Examine the effect of figurative language on a text.

**ELA 8.40.4:** Use appropriate figurative language to enhance the sentence.

Example: “Joe is a rotten tomato” as opposed to “Joe is a bad man.”

**ELA 8.40.5:** Write word pictures based on images found in magazines, newspaper, or online.

**ELA 8.40.6:** Identify figurative language in a text.

41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]

**Objectives:**

**ELA 8.41.1:** Use domain-specific vocabulary (Tier 3) to increase comprehension and expression. Domain specific refers to a field of study. Tier 3 words are more common in informational texts than in literature.

**ELA 8.41.2:** Use general academic vocabulary (Tier 2) to increase comprehension and expression. These words appear in informational, technical, and literary texts.

**ELA 8.41.3:** Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

## Grade 9

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]

**Objectives:**

- ◆ **ELA 9.1.1:** Define inferences/drawing conclusions, and stated/implied meaning.
- ELA 9.1.2:** Apply prior knowledge and personal experience to information in order to make inferences.
- ELA 9.1.3:** Categorize organizational patterns of the text.  
Examples: Spatial, chronological, order of importance
- ◆ **ELA 9.1.4:** Identify textual evidence of key points.
- ◆ **ELA 9.1.5:** Identify stated or implied meaning.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]

**Objectives:**

- ◆ **ELA 9.2.1:** Define theme/central idea, summary, and sequence of events.
- ◆ **ELA 9.2.2:** Chart the sequence of events.
- ◆ **ELA 9.2.3:** Summarize the main idea(s) of the text.
- ◆ **ELA 9.2.4:** Identify supporting details of the text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

**Objectives:**

- ◆ **ELA 9.3.1:** Define motivation, direct/indirect characterization, static/dynamic characters, and conflict.
- ELA 9.3.2:** Compare and contrast static and dynamic characters.
- ELA 9.3.3:** Determine characters' motivation(s) in the text.
- ◆ **ELA 9.3.4:** Describe how characters evolve throughout the text.
- ◆ **ELA 9.3.5:** Identify the qualities that make characters unique.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]

**Objectives:**

- ◆ **ELA 9.4.1:** Define figurative/connotative meanings, genre, context clues, and tone (including formal and informal).
- ELA 9.4.2:** Use figurative language in writings for a variety of genres.
- ELA 9.4.3:** Establish the author’s tone in the text.
- ELA 9.4.4:** Explain the author’s use of a particular figure of speech.
- ◆ **ELA 9.4.5:** Identify figures of speech in the text.
- ◆ **ELA 9.4.6:** Identify context clues for unfamiliar words.

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]

**Objectives:**

- ◆ **ELA 9.5.1:** Define manipulation, parallel plots, pacing, flashbacks, tension, and suspense.
- ELA 9.5.2:** Distinguish between plots.
- ELA 9.5.3:** Determine when/how time has been manipulated by an author.
- ◆ **ELA 9.5.4:** Identify organizational structures of nonfiction texts.  
Examples: chapter titles, headings, boldfaced words, glossary/texts
- ◆ **ELA 9.5.5:** Identify the structural elements of essays.  
Examples: introduction, body, supporting details, conclusion

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [RL.9-10.6]

**Objectives:**

- ◆ **ELA 9.6.1:** Define point of view, literature, and culture.
- ELA 9.6.2:** Investigate the cultural background reflected within the text.
- ◆ **ELA 9.6.3:** Apply prior knowledge and personal experience to make connections to the text.
- ELA 9.6.4:** Label different points of view of different characters or narrators found in the text.

### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). [RL.9-10.7]

**Objectives:**

- ◆ ELA 9.7.1: Define medium, scene, script, and motif.
- ELA 9.7.2: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- ◆ ELA 9.7.3: Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia versions.
- ◆ ELA 9.7.4: Label a Venn diagram regarding two different artistic mediums.

8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

**Objectives:**

- ◆ ELA 9.8.1: Define allegory, myths, traditional stories, or religious works.
- ELA 9.8.2: Examine how a modern work of fiction draws on themes, patterns of events, or character types.
- ELA 9.8.3: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- ◆ ELA 9.8.4: Write an example of a myth, drawing on prior reading.
- ◆ ELA 9.8.5: Label an example of an allegory.

### Range of Reading and Level of Text Complexity

9. By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.9-10.10]

**Objectives:**

- ELA 9.9.1: Read and comprehend literature, including stories, dramas, and poems, in the Grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 9.9.2: Read and comprehend literature, including stories, dramas, and poems, in the Grades 6-7 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ ELA 9.9.3: Read and comprehend literature, including stories, dramas, and poems, in the Grades 5-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.



## Reading Standards for Informational Text

**Key Ideas and Details**

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

**Objectives:**

- ◆ **ELA 9.10.1:** Define inferences/drawing conclusions.
- ELA 9.10.2:** Apply prior knowledge and personal experience to information in order to make inferences.
- ELA 9.10.3:** Categorize organizational patterns of the text.  
Examples: Spatial, chronological, order of importance
- ◆ **ELA 9.10.4:** Identify textual evidence of key points.
- ◆ **ELA 9.10.5:** Identify structure of non-fiction texts.

11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]

**Objectives:**

- ◆ **ELA 9.11.1:** Define informational text, central idea, fact, and opinion.
- ELA 9.11.2:** Cite textual evidence in informational text.
- ◆ **ELA 9.11.3:** Summarize the main idea of the text.
- ◆ **ELA 9.11.4:** Identify supporting facts of the text, by locating factual information.

12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]

**Objectives:**

- ELA 9.12.1:** Determine how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- ◆ **ELA 9.12.2:** Determine the organizational pattern the author uses in the informational text.
- ELA 9.12.3:** Describe the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ◆ **ELA 9.12.4:** Write a factual summary of the text, without personal opinions or judgments.

## Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

**Objectives:**

- ◆ **ELA 9.13.1:** Define etymology, connotation, denotation, figurative, prefixes, suffixes, and root words.
- ELA 9.13.2:** Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ◆ **ELA 9.13.3:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

14. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

**Objectives:**

- ◆ **ELA 9.14.1:** Define claims/argument and sentence structure.
- ELA 9.14.2:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ELA 9.14.3:** Identify sentence structure within paragraphs of a text (e.g. simple, compound/complex).

15. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

**Objectives:**

- ◆ **ELA 9.15.1:** Define point of view, purpose, and rhetoric.
- ELA 9.15.2:** Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the author’s point of view and rhetoric.
- ELA 9.15.3:** Analyze how the author acknowledges and responds to conflicting evidence or viewpoints within a text.
- ◆ **ELA 9.15.4:** Determine an author’s purpose within a text.
- ◆ **ELA 9.15.5:** Label rhetorical devices found within a text.
- ◆ **ELA 9.15.6:** Identify the author’s point of view.

## Integration of Knowledge and Ideas

16. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]

**Objectives:**

◆ **ELA 9.16.1:**

Define medium and genre.

◆ **ELA 9.16.2:**

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

◆ **ELA 9.16.3:**

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

◆ **ELA 9.16.4:**

Label a Venn Diagram regarding two different artistic mediums.

17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

**Objectives:**

◆ **ELA 9.17.1:**

Define argument, reasoning, validity, fallacy and propaganda.

◆ **ELA 9.17.2:**

Assess whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

◆ **ELA 9.17.3:**

Determine relevant and sufficient information.

◆ **ELA 9.17.4:**


Identify the main idea using relevant evidence found within a text.

◆ **ELA 9.17.5:**

Identify propaganda within a text.

◆ **ELA 9.17.6:**

Identify false statements within a text.

18. Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States’ documents of historical and literary significance. [RI.9-10.9] 

**Objectives:**

◆ **ELA 9.18.1:**

Define parallel structure or parallelism.

◆ **ELA 9.18.2:**

Analyze a case in which two or more texts provide conflicting information on the same topic.

◆ **ELA 9.18.3:**

Identify where two texts disagree on matters of fact or interpretation.

◆ **ELA 9.18.4:**

Identify the author’s style within the text.

◆ **ELA 9.18.5:**

Identify parallelism within a historical document.

## Range of Reading and Level of Text Complexity

19. By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.9-10.10]

**Objectives:**

- ELA 9.19.1:** Read and comprehend literary nonfiction in the Grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 9.19.2:** Read and comprehend literary nonfiction in the Grades 6-7 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ ELA 9.19.3:** Read and comprehend literary nonfiction in the Grades 5-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

### Text Types and Purposes

20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. [W.9-10.1b]
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

**Objectives:**

- ◆ ELA 9.20.1:** Define analysis, reasoning, and relevant.
- ◆ ELA 9.20.2:** Develop a topic sentence and supporting sentence to support an opinion.
- ◆ ELA 9.20.3:** Identify objective/subjective writing.
- ◆ ELA 9.20.4:** Identify formal/informal writing.
- ◆ ELA 9.20.5:** Identify the parts of a composition.  
Examples: thesis sentence and introductory, supporting, and concluding paragraphs.

21. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]

**Objectives:**

- ◆ **ELA 9.21.1:** Define explanatory, informative, and relevant.
- ◆ **ELA 9.21.2:** Create a graphic organizer to arrange content.
- ◆ **ELA 9.21.3:** Distinguish fact from opinion in informational reading materials.
- ◆ **ELA 9.21.4:** Discuss the difference between fact and opinion.

22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Objectives:**

- ◆ **ELA 9.22.1:** Define imagined, relevant, dialogue, sensory, precise, coherent, vivid, narrative, and progression.
- ◆ **ELA 9.22.2:** Use words and phrases to establish a tone.
- ◆ **ELA 9.22.3:** Develop an effective voice suitable for audience and purpose.
- ◆ **ELA 9.22.4:** Distinguish between descriptive and non-descriptive language.
- ◆ **ELA 9.22.5:** Recognize transitional words and phrases in the text.

## Production and Distribution of Writing

23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above). [W.9-10.4]

### Objectives:

- ◆ ELA 9.23.1: Define task, purpose, and audience.
- ◆ ELA 9.23.2: Identify the parts of a composition.
- ◆ ELA 9.23.3: Identify the modes of writing.  
Examples: narrative, informative, and argumentative modes

24. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]

### Objectives:

- ◆ ELA 9.24.1: Define revise, edit, audience, and rewrite.
- ◆ ELA 9.24.2: Develop an outline to create a sample of different modes of writing.
- ◆ ELA 9.24.3: Use brainstorming, drawings, and discussion elements of prewriting in the writing process.
- ◆ ELA 9.24.4: Demonstrate brainstorming using graphic organizers.

25. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]

### Objectives:

- ◆ ELA 9.25.1: Define produce, publish and update.
- ◆ ELA 9.25.2: Synthesize information gathered from media resources.
- ◆ ELA 9.25.3: Connect various media to collect informational resources.
- ◆ ELA 9.25.4: Demonstrate the ability to perform web-based research.

## Research to Build and Present Knowledge

26. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]

### Objectives:

- ◆ ELA 9.26.1: Define narrow, broad, synthesize, and demonstrate.
- ◆ ELA 9.26.2: Use paraphrasing and documentation of sources to avoid plagiarism.
- ◆ ELA 9.26.3: Take notes to gather and determine information.
- ◆ ELA 9.26.4: Determine when content is narrow or broad.
- ◆ ELA 9.26.5: Identify relevant information.

27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]

**Objectives:**

- ◆ ELA 9.27.1: Define relevant, authoritative, assess, plagiarism, citation and integrate.
- ◆ ELA 9.27.2: Outline research findings in a logical order.
- ◆ ELA 9.27.3: Explain the importance of proper formatting.  
Examples: Plagarism, Modern Language Association (MLA) Format, and Academic Integrity
- ◆ ELA 9.27.4: Recognize reliable sources.

28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

- a. Apply *Grade 9 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]
- b. Apply *Grade 9 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). [W.9-10.9b]

**Objectives:**

- ◆ ELA 9.28.1: Define allusion and paraphrase.
- ◆ ELA 9.28.2: Explain the meaning of allusion in its context.
- ◆ ELA 9.28.3: Investigate the origin of the identified allusion.
- ◆ ELA 9.28.4: Label examples of allusion.

### Range of Writing

29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

**Objectives:**

- ◆ ELA 9.29.1: Define revision and formal/informal language.
- ◆ ELA 9.29.2: Organize sentences in a logical order to form cohesive paragraphs.
- ◆ ELA 9.29.3: Write in narrative, persuasive, descriptive, and expository modes.
- ◆ ELA 9.29.4: Recognize vocabulary relevant to the text.

## Speaking and Listening Standards

**Comprehension and Collaboration**

30. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 9 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]

**Objectives:**

- ◆ **ELA 9.30.1:** Define collaborative, explicitly, persuasively, collegial, consensus, and relevant.
- ELA 9.30.2:** Read and identify information from outside readings/experiences to support a point and engage in meaningful conversation.
- ◆ **ELA 9.30.3:** Collaborate with classmates to establish rules for discussion and the ability to present differing opinions without argument.
- ELA 9.30.4:** Use probing questions and supporting details that hold participants accountable for justifying their ideas.

31. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]

**Objectives:**

- ◆ **ELA 9.31.1:** Define reliable, fallacious, distorted, and credible.
- ELA 9.31.2:** Integrate multiple and diverse sources of information.
- ◆ **ELA 9.31.3:** Differentiate between a reliable source and a source containing fallacious information.

32. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

**Objectives:**

- ◆ **ELA 9.32.1:** Define point of view, reasoning, rhetoric, fallacious, exaggerated, and distorted.
- ◆ **ELA 9.32.2:** Point out any statements that are false and judge if any of a speaker's reasoning is misleading.
- ◆ **ELA 9.32.3:** Summarize/state a speaker's point of view.
- ◆ **ELA 9.32.4:** Identify evidence.



## Presentation of Knowledge and Ideas

33. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]

**Objectives:**

- ◆ **ELA 9.33.1:** Define supporting details, precise, logical, reasoning, and audience.
- ◆ **ELA 9.33.2:** Communicate information and evidence as a speaker with focus on purpose, audience, and task.

34. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]

**Objectives:**

- ◆ **ELA 9.34.1:** Define visual appeal, presentation, strategic, and digital citizenship.
- ◆ **ELA 9.34.2:** Incorporate digital media to enhance the findings and to create an effect that is visually appealing.

35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations) [SL.9-10.6]

**Objectives:**

- ◆ **ELA 9.35.1:** Define formal/informal English and context.
- ◆ **ELA 9.35.2:** Distinguish between formal/informal languages.  
Examples: slang, idiom, dialect, texting, puns
- ◆ **ELA 9.35.3:** Identify the audience and adapt speech as necessary.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
- Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural.
  - Apply rules of subject-verb agreement with the subjunctive mood.
  - Use parallel structure.\* [L.9-10.1a]
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]

#### Objectives:

- ◆ **ELA 9.36.1:** Define phrases, clauses, and verbal's.
- ◆ **ELA 9.36.2:** Apply rules of subject-verb agreement when the subject has compound parts joined by *or* with the second element as singular or plural.
- ◆ **ELA 9.36.3:** Apply rules of subject-verb agreement with the subjunctive mood.
- ◆ **ELA 9.36.4:** Identify and use parallel structure.
- ◆ **ELA 9.36.5:** Identify various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).

37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- Use commas correctly with non-essential appositives.
  - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
  - Use a colon to introduce a list or quotation. [L.9-10.2b]
  - Spell correctly. [L.9-10.2c]

#### Objectives:

- ◆ **ELA 9.37.1:** Define clauses, capitalization, appositives and punctuation.
- ◆ **ELA 9.37.2:** Use commas correctly with non-essential appositives.
- ◆ **ELA 9.37.3:** Use semicolons and colons correctly.
- ◆ **ELA 9.37.4:** Use dictionary or thesaurus to correctly spell words.
- ◆ **ELA 9.37.5:** Identify the correct use of appositives.
- ◆ **ELA 9.37.6:** Identify independent clauses.

## Knowledge of Language

38. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.9-10.3]
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's *MLA Handbook*, Turabian's *A Manual for Writers*) appropriate for the discipline and writing type. [L.9-10.3a]

### Objectives:

- ◆ **ELA 9.38.1:** Define plagiarism, steps to the research process, and redundancy.
- ◆ **ELA 9.38.2:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ◆ **ELA 9.38.3:** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- ◆ **ELA 9.38.4:** Identify the steps of the research process.
- ◆ **ELA 9.38.5:** Locate information using technology and software.  
Examples: Internet searches
- ◆ **ELA 9.38.6:** Use research findings to develop a thesis statement.

## Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 9 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]

### Objectives:

- ◆ **ELA 9.39.1:** Define etymology, multiple meaning words, and inference and context clues.
- ◆ **ELA 9.39.2:** Use reference material to find the pronunciation of a word, to determine meaning, its part of speech, or its etymology.  
Examples: dictionaries, glossaries, thesauruses
- ◆ **ELA 9.39.3:** Use inference to determine a word's meaning.
- ◆ **ELA 9.39.4:** Use patterns of word changes that indicate different meanings or parts of speech.
- ◆ **ELA 9.39.5:** Apply context clues to determine a word's meaning within the text.
- ◆ **ELA 9.39.6:** Determine the difference between multiple meaning words and their definition.

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]
  - Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]

**Objectives:**

- ◆ **ELA 9.40.1:** Define figurative language, word relationships, nuances, euphemism, oxymoron, and figures of speech.
- ELA 9.40.2:** Analyze euphemism and oxymoron usage and its role within a text.
- ELA 9.40.3:** Use nuances with words with similar meanings.
- ◆ **ELA 9.40.4:** Identify the use of figurative language within a text.

41. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]

**Objectives:**

- ◆ **ELA 9.41.1:** Define domain-specific words and accurately.
- ELA 9.41.2:** Use domain-specific words and phrases to increase comprehension and expression for reading, writing, speaking, and listening at the college and career readiness level.
- ◆ **ELA 9.41.3:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELA 9.41.4:** Acquire and use accurately general academic words for reading, writing, speaking, and listening at the college and career readiness level.

## Grade 10

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]

**Objectives:**

- ◆ **ELA 10.1.1:** Define argumentative and explanatory.
- ◆ **ELA 10.1.2:** Write an explanatory or argumentative essay using support from the text.  
Examples: Spatial, chronological, order of importance
- ◆ **ELA 10.1.3:** Categorize organizational patterns of the text.
- ◆ **ELA 10.1.4:** Identify textual evidence of key points.
- ◆ **ELA 10.1.5:** Apply prior knowledge and personal experience to information in order to make inferences.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]

**Objectives:**

- ◆ **ELA 10.2.1:** Define theme/central idea, summary, and sequence of events.
- ◆ **ELA 10.2.2:** Summarize passages to identify the main idea and supporting details of the text.
- ◆ **ELA 10.2.3:** Outline the sequence of events in the text.
- ◆ **ELA 10.2.4:** Locate stated information to answer literal questions.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]

**Objectives:**

- ◆ **ELA 10.3.1:** Define character sketch, motivation, and direct/indirect characterization.
- ◆ **ELA 10.3.2:** Write a character sketch of one of the major characters from the text.
- ◆ **ELA 10.3.3:** Locate stated information within text to answer literal/inferential questions about character motivation.
- ◆ **ELA 10.3.4:** Identify examples of direct and indirect characterization in the text.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]


### Objectives:

- ◆ **ELA 10.4.1:** Define diction, jargon, and tone.
- ◆ **ELA 10.4.2:** Make connections between the author’s word choice and tone of the text.
- ◆ **ELA 10.4.3:** Apply context clue strategies when determining meaning of words and phrases.
- ◆ **ELA 10.4.4:** List unfamiliar words, phrases, or expressions from the text.

5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]

### Objectives:

- ◆ **ELA 10.5.1:** Determine the organizational pattern used by the author.  
Example: Match the organizational pattern of the text to a graphic organizer
- ◆ **ELA 10.5.2:** Locate information to answer inferential/literal questions about suspense and/or the element of surprise.
- ◆ **ELA 10.5.3:** Identify the components of plot structure in a text.  
Examples: exposition, rising actions, climax, falling action, and resolution

6. Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] 

### Objectives:

- ◆ **ELA 10.6.1:** Compare and contrast author’s points of view about a common experience.
- ◆ **ELA 10.6.2:** Apply prior knowledge or personal experience to make connections to the text.
- ◆ **ELA 10.6.3:** Investigate cultural background related to the text.
- ◆ **ELA 10.6.4:** Categorize different points of view of characters or authors within a text.  
Example: use a graphic organizer

### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). [RL.9-10.7]

**Objectives:**

- ◆ **ELA 10.7.1:** Define medium, symbol, and motif.
- ELA 10.7.2:** Differentiate how the mediums use symbols, motifs, and other literary devices on or about a common topic.  
Examples: compare and contrast chart
- ELA 10.7.3:** Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text of script
- ◆ **ELA 10.7.4:** Identify examples of symbols, allusions, and/or motifs in two different mediums.

8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9]

**Objectives:**

- ◆ **ELA 10.8.1:** Define allusions and paraphrase.
- ELA 10.8.2:** Explain the meaning of the allusion in its context.
- ELA 10.8.3:** Investigate the origin of identified allusion.
- ◆ **ELA 10.8.4:** Label examples of allusion or paraphrasing within the text.

### Range of Reading and Level of Text Complexity

9. By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]

**Objectives:**

- ELA 10.9.1:** Read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 8-9 text complexity band independently and proficiently.
- ELA 10.9.2:** Read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 7-8 text complexity band independently and proficiently.
- ◆ **ELA 10.9.3:** Read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 6-7 text complexity band independently and proficiently.

## Reading Standards for Informational Text

**Key Ideas and Details**

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]

**Objectives:**

- ELA 10.10.1:** Write an expository or argumentative essay using support from the text.  
**◆ ELA 10.10.2:** Categorize organizational patterns of the text.  
 Examples: Spatial, chronological, order of importance  
**◆ ELA 10.10.3:** Apply prior knowledge and personal experience to information in order to make inferences.  
**◆ ELA 10.10.4:** Identify textual evidence of key points.

11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]

**Objectives:**

- ◆ ELA 10.11.1:** Define informational text and fact and opinion  
**◆ ELA 10.11.2:** Distinguish fact from opinion within the informational text.  
**ELA 10.11.3:** Determine organizational structure of the informational text  
 Example: problem-solution, cause and effect, definition  
**◆ ELA 10.11.4:** Locate stated information to answer literal questions.

12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]

**Objectives:**

- ELA 10.12.1:** Determine how the text makes connections and distinctions between ideas or events.  
 Examples: comparisons of analogies, categories  
**◆ ELA 10.12.2:** Discern organizational pattern of the informational text.  
**◆ ELA 10.12.3:** Identify and discuss the author's use to transitions in the informational text.  
**◆ ELA 10.12.4:** Identify the series of ideas or events within the organizational text.



## Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]

**Objectives:**

- ◆ **ELA 10.13.1:** Use context clues used to define meaning of unfamiliar words in world literature selections.  
Examples: words in proximity, antonyms, synonyms, restatement
- ◆ **ELA 10.13.2:** Identify word parts in unfamiliar words from pre-twentieth century American literature.  
Examples: prefixes, suffixes, root words
- ◆ **ELA 10.13.3:** Identify the etymology of words.

14. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]

**Objectives:**

- ◆ **ELA 10.14.1:** Define illogical reasoning and argument.
- ◆ **ELA 10.14.2:** Distinguish author’s opinion from factual statements.
- ◆ **ELA 10.14.3:** Distinguish fact from opinion in textual materials.  
Examples: editorials, advertisements, essays
- ◆ **ELA 10.14.4:** Identify literary components that contribute to author’s styles.  
Examples: length and complexity of sentences, diction, Standard English usage versus dialect

15. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]

**Objectives:**

- ◆ **ELA 10.15.1:** Define point of view and rhetoric.
- ◆ **ELA 10.15.2:** Examine how a sentence, paragraph, chapter or section displays the author’s point of view in the text.  
Examples: Match example from the text in a graphic organizer
- ◆ **ELA 10.15.3:** Generalize an author’s purpose for writing.
- ◆ **ELA 10.15.4:** Identify the types of rhetorical devices that are used in writing.

## Integration of Knowledge and Ideas

16. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]

**Objectives:**

- ◆ **ELA 10.16.1:** Define medium, symbol, and motif.
- ◆ **ELA 10.16.2:** Differentiate how the mediums use symbols, motifs, and other literary devices on or about a common topic.  
Examples: compare and contrast chart
- ◆ **ELA 10.16.3:** Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text of script.
- ◆ **ELA 10.16.4:** Identify examples of symbols, allusions and/or motifs in two different mediums.

17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]

**Objectives:**

- ◆ **ELA 10.17.1:** Define propaganda, ethos, logos, and pathos.
- ◆ **ELA 10.17.2:** Compare and contrast the author’s use of ethos, logos, and pathos in text.
- ◆ **ELA 10.17.3:** Classify statements from the text as ethos, logos, or pathos.
- ◆ **ELA 10.17.4:** Distinguish author’s opinion from factual statements.
- ◆ **ELA 10.17.5:** Recognize propaganda in various mediums.
- ◆ **ELA 10.17.6:** Identify main idea and supporting details in the text.

18. Analyze seminal United States documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]

**Objectives:**

- ◆ **ELA 10.18.1:** Define parallelism, rhetoric, repetition, allusion, allegory, and tone.
- ◆ **ELA 10.18.2:** Examine the author’s use of rhetoric and reasoning in a text.
- ◆ **ELA 10.18.3:** Distinguish the author’s opinion from factual statements.
- ◆ **ELA 10.18.4:** Identify and interpret the author’s use of figurative language.
- ◆ **ELA 10.18.5:** Identify the author’s style in various literary texts.  
Examples: sentence structure, parallel structure, diction, formal vs. informal language, and jargon

19. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]

**Objectives:**

- ◆ **ELA 10.19.1:** Define parallelism, rhetoric, repetition, allusion, allegory, and tone.
- ◆ **ELA 10.19.2:** Examine the author’s use of rhetoric and reasoning in a text.
- ◆ **ELA 10.19.3:** Distinguish the author’s opinion from factual statements.
- ◆ **ELA 10.19.4:** Identify and interpret the author’s use of figurative language.
- ◆ **ELA 10.19.5:** Identify the author’s style in various literary texts.  
Examples: sentence structure, parallel structure, diction, formal vs. informal language, and jargon

### Range of Reading and Level of Text Complexity

20. By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently. [RI.9-10.10]

**Objectives:**

- ◆ **ELA 10.20.1:** Read and comprehend literary nonfiction, at the high end of the Grades 8-9 text complexity band independently and proficiently.
- ◆ **ELA 10.20.2:** Read and comprehend literary nonfiction, at the high end of the Grades 7-8 text complexity band independently and proficiently.
- ◆ **ELA 10.20.3:** Read and comprehend literary nonfiction, at the high end of the Grades 6-7 text complexity band independently and proficiently.

## Writing Standards

**Text Types and Purposes**

21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. [W.9-10.1a]
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. [W.9-10.1b]
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.9-10.1c]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]

**Objectives:**

- ◆ **ELA 10.21.1:** Define analysis, reasoning, and relevant.
- ◆ **ELA 10.21.2:** Develop a topic sentence and supporting sentence to support an opinion.
- ◆ **ELA 10.21.3:** Identify objective/subjective writing.
- ◆ **ELA 10.21.4:** Identify formal/informal writing.
- ◆ **ELA 10.21.5:** Identify the parts of a composition.  
Examples: thesis sentence and introductory, supporting, and concluding paragraphs

22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.9-10.2f]

**Objectives:**

- ◆ **ELA 10.22.1:** Define explanatory, informative, and relevant.
- ◆ **ELA 10.22.2:** Distinguish fact from opinion in informational reading materials.
- ◆ **ELA 10.22.3:** Create a graphic organizer to arrange content.
- ◆ **ELA 10.22.4:** Discuss the difference between fact and opinion.

23. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]

**Objectives:**

- ◆ **ELA 10.23.1:** Define imagined, relevant, dialogue, sensory, precise, coherent, vivid, narrative, and progression.
- ELA 10.23.2:** Use words and phrases to establish a tone.
- ELA 10.23.3:** Develop an effective voice suitable for audience and purpose.
- ◆ **ELA 10.23.4:** Recognize transitional words and phrases in the text.
- ELA 10.23.5:** Distinguish between descriptive and non-descriptive language.

## Production and Distribution of Writing

24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above). [W.9-10.4]

### Objectives:

- ◆ ELA 10.24.1: Define task, purpose, and audience.
- ◆ ELA 10.24.2: Identify the parts of a composition.
- ◆ ELA 10.24.3: Identify the modes of writing.  
Examples: narrative, informative, and argumentative modes

25. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10). [W.9-10.5]

### Objectives:

- ◆ ELA 10.25.1: Define revise, edit, and rewrite.
- ◆ ELA 10.25.2: Develop an outline to create a sample of different modes of writing.
- ◆ ELA 10.25.3: Use brainstorming, drawings, and discussion elements of prewriting in the writing process.
- ◆ ELA 10.25.4: Demonstrate brainstorming using graphic organizers.

26. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]

### Objectives:

- ◆ ELA 10.26.1: Define produce, publish, and update.
- ◆ ELA 10.26.2: Synthesize information gathered from media resources.
- ◆ ELA 10.26.3: Connect various media to collect informational resources.
- ◆ ELA 10.26.4: Demonstrate web-based research.

## Research to Build and Present Knowledge

27. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]

### Objectives:

- ◆ ELA 10.27.1: Define narrow, broad, synthesize, and demonstrate.
- ◆ ELA 10.27.2: Identify relevant information.
- ◆ ELA 10.27.3: Use paraphrasing and documentation of sources to avoid plagiarism.
- ◆ ELA 10.27.4: Take notes to gather and determine information.
- ◆ ELA 10.27.5: Determine when content is narrow or broad.

28. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]

**Objectives:**

- ◆ **ELA 10.28.1:** Define relevant, authoritative, assess, plagiarism, citation and integrate.
- ◆ **ELA 10.28.2:** Outline research findings in a logical order.
- ◆ **ELA 10.28.3:** Explain the importance of proper formatting.  
Examples: Plagiarism, Modern Language Association (MLA) Format, and Academic Integrity
- ◆ **ELA 10.28.4:** Recognize reliable sources.

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

- a. Apply *Grade 10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]
- b. Apply *Grade 10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). [W.9-10.9b]

**Objectives:**

- ◆ **ELA 10.29.1:** Define allusion and paraphrase.
- ◆ **ELA 10.29.2:** Label examples of allusion.
- ◆ **ELA 10.29.3:** Explain the meaning of allusion in its context.
- ◆ **ELA 10.29.4:** Investigate the origin of the identified allusion.

### Range of Writing

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

**Objectives:**

- ◆ **ELA 10.30.1:** Define revision and formal/informal language.
- ◆ **ELA 10.30.2:** Organize sentences in a logical order to form cohesive paragraphs.
- ◆ **ELA 10.30.3:** Write in narrative, informative, and argumentative modes.
- ◆ **ELA 10.30.4:** Recognize vocabulary relevant to the text.

## Speaking and Listening Standards

**Comprehension and Collaboration**

31. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.9-10.1a]
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. [SL.9-10.1b]
  - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. [SL.9-10.1c]
  - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. [SL.9-10.1d]

**Objectives:**

- ◆ **ELA 10.31.1:** Define well-reasoned conversation.
- ◆ **ELA 10.31.2:** Distinguish relevant evidence from pertinent texts and other outside readings/experiences to support a point and actively engage in meaningful and well-reasoned conversation.
- ◆ **ELA 10.31.3:** Collaborate with peers to establish fair rules for discussion and the ability to present differing opinions in a civil manner.

32. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. [SL.9-10.2]

**Objectives:**

- ◆ **ELA 10.32.1:** Define reliable source.
- ◆ **ELA 10.32.2:** Differentiate between a reliable source and a questionable source.

33. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]

**Objectives:**

- ◆ **ELA 10.33.1:** Define point of view, reasoning, rhetoric, fallacies, and distorted.
- ◆ **ELA 10.33.2:** Evaluate whether the reasoning a speaker uses is logical/legitimate and whether the evidence that is relevant to the argument or provides enough proof.
- ◆ **ELA 10.33.3:** Point out any statements that are false and judge if any of the speaker's reasoning is misleading.



## Presentation of Knowledge and Ideas

34. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [SL.9-10.4]

**Objectives:**

- ◆ **ELA 10.34.1:** Define reasoning, organization, concise, logic, substance, style, purpose, and audience.
- ◆ **ELA 10.34.2:** Make writing appropriate for purpose, audience, and task.
- ◆ **ELA 10.34.3:** Communicate information and evidence as a speaker with this same focus on purpose, audience, and task.

35. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.9-10.5]

**Objectives:**

- ◆ **ELA 10.35.1:** Define appealing, interactive, reasoning, and digital media.
- ◆ **ELA 10.35.2:** Use digital media in order to create an effect that is visually appealing.

36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations). [SL.9-10.6]

**Objectives:**

- ◆ **ELA 10.36.1:** Define formal/informal English.
- ◆ **ELA 10.36.2:** Differentiate speaking to a variety of audiences and adapt speech as necessary in relation to formality.

## Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

### Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]
- Use parallel structure.\* [L.9-10.1a]
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]

#### Objectives:

- ◆ **ELA 10.37.1:** Define phrases, clauses, verbal's, parallelism, and misplaced/dangling modifiers.
- ◆ **ELA 10.37.2:** Recognize and use correct parallelism in writing.
- ◆ **ELA 10.37.3:** Recognize and correct misplaced and dangling modifiers.
- ◆ **ELA 10.37.4:** Identify and use verbal's correctly in writing.
- ◆ **ELA 10.37.5:** Identify and use clauses correctly in writing.
- ◆ **ELA 10.37.6:** Identify and use phrases correctly in writing.
- ◆ **ELA 10.37.7:** Identify and use correct verb tenses, including regular and irregular verbs.

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]
- Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning.
  - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]
  - Use a colon to introduce a list or quotation. [L.9-10.2b]
  - Spell correctly. [L.9-10.2c]

#### Objectives:

- ◆ **ELA 10.38.1:** Apply rules of plural nouns and plural verbs.
- ◆ **ELA 10.38.2:** Remove prepositional and appositive phrases from sentences.
- ◆ **ELA 10.38.3:** Match singular subjects to singular verbs.
- ◆ **ELA 10.38.4:** Match plural subjects to plural verbs.
- ◆ **ELA 10.38.5:** Identify compound subjects and predicates.
- ◆ **ELA 10.38.6:** Identify collective nouns in sentences as singular or plural.
- ◆ **ELA 10.38.7:** List correlative conjunctions.

## Knowledge of Language

39. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.9-10.3]
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association’s *MLA Handbook for Writers of Research Papers*, American Psychological Association’s *Publication Manual of the American Psychological Association*) appropriate for the discipline and writing type. [L.9-10.3a]

### Objectives:

- ◆ **ELA 10.39.1:** Define plagiarism, paraphrasing, quoting, summarizing, and primary and secondary sources.
- ELA 10.39.2:** Use appropriate strategies to cite sources.  
Examples: MLA, APA, Turabian style guides
- ELA 10.39.3:** Use paraphrasing and documentation of sources to avoid.
- ◆ **ELA 10.39.4:** Use graphic organizers to arrange information effectively in selected modes.
- ◆ **ELA 10.39.5:** Use the writing process.
- ◆ **ELA 10.39.6:** Take notes to gather and summarize information.  
Example: Using graphic organizers such as concept map, outline, or Venn diagram
- ◆ **ELA 10.39.7:** Recognize reliable resources.

## Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 10 reading and content*, choosing flexibly from a range of strategies. [L.9-10.4]
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). [L.9-10.4b]
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]

### Objectives:

- ◆ **ELA 10.40.1:** Use graphic organizers to classify words according to the affix.
- ◆ **ELA 10.40.2:** Use reference material to pronounce and to determine the part of speech and meaning of a word.  
Examples: analyze, analysis, analytical; advocate, advocacy
- ◆ **ELA 10.40.3:** Apply context clue strategies to determine word meaning.
- ◆ **ELA 10.40.4:** List unfamiliar words from the text.

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]
  - Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]

**Objectives:**

- ◆ **ELA 10.41.1:** Define style, figure of speech, euphemism, oxymoron, denotation, nuances, voice, and word choice.  
Examples: commonly confused words, precise language, dialect, idiom
  - ◆ **ELA 10.41.2:** Use reference guides, including dictionary and thesaurus, for appropriate vocabulary.
  - ◆ **ELA 10.41.3:** Compare terms specific to geographic regions.  
Examples: vernacular, dialect
  - ◆ **ELA 10.41.4:** Identify the occasion.
  - ◆ **ELA 10.41.5:** Identify Standard English vocabulary in sentences.
42. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]

**Objectives:**

- ◆ **ELA 10.42.1:** Define domain specific words and accurately.
- ◆ **ELA 10.41.2:** Use domain-specific words and phrases to increase comprehension and expression for reading, writing, speaking, and listening at the college and career readiness level.
- ◆ **ELA 10.41.3:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ◆ **ELA 10.41.4:** Acquire and use accurately general academic words for reading, writing, speaking, and listening at the college and career readiness level.

## Grade 11

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]

**Objectives:**

- ◆ **ELA 11.1.1:** Define explicit and inferences.
- ELA 11.1.2:** Recognize where an author purposely leaves events open-ended or vague or judge where a text is inconclusive.
- ◆ **ELA 11.1.3:** Write an expository or argumentative essay using support from the text.
- ◆ **ELA 11.1.4:** Categorize organizational patterns of the text.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]

**Objectives:**

- ◆ **ELA 11.2.1:** Define themes, central ideas, interact, complex, and summary.
- ELA 11.2.2:** Interpret the inter-relationship between multiple themes and recognize how this creates a richer understanding for the reader.
- ELA 11.2.3:** Track the development of multiple themes throughout a text.
- ◆ **ELA 11.2.4:** Summarize passages to identify the main idea and supporting details of the text.
- ◆ **ELA 11.2.5:** Outline the sequence of events in the text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]

**Objectives:**

- ◆ **ELA 11.3.1:** Define drama, characters, and elements.
- ELA 11.3.2:** Analyze how an author's choices when developing a story impact the story as a whole.
- ELA 11.3.3:** Explain how an author crafts an idea into text and develops story elements into plot.
- ◆ **ELA 11.3.4:** Write a character sketch of one of the major characters from the text.
- ◆ **ELA 11.3.5:** Locate stated information within text to answer literal/inferential questions about character motivation.

## Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors). [RL.11-12.4]

**Objectives:**

- ◆ **ELA 11.4.1:** Define figurative, connotative, tone, and word choice.
- ◆ **ELA 11.4.2:** Relate the author’s word choice to the overall effect of the story.
- ◆ **ELA 11.4.3:** Examine an author’s craft as it relates to word choice—specifically considering multiple meaning of words and language that is descriptive or creative and original.
- ◆ **ELA 11.4.4:** Make connections between the author’s word choice and tone of the text.
- ◆ **ELA 11.4.5:** Apply context clue strategies when determining meaning of words and phrases.

5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]

**Objectives:**

- ◆ **ELA 11.5.1:** Define aesthetic impact, resolution, comedy, and tragedy.
- ◆ **ELA 11.5.2:** Examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect.
- ◆ **ELA 11.5.3:** Determine the organizational pattern used by the author.  
Example: match the organizational pattern of the text to a graphic organizer
- ◆ **ELA 11.5.4:** Locate information to answer inferential/literal questions about suspense and/or the element of surprise.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

**Objectives:**

- ◆ **ELA 11.6.1:** Define irony, sarcasm, satire, and understatement.
- ◆ **ELA 11.6.2:** Recognize a case when an author says one thing but mean another.
- ◆ **ELA 11.6.3:** Explain what meaning irony, sarcasm, satire, and understatement bring to the text or distinguish about a character.
- ◆ **ELA 11.6.4:** Apply prior knowledge or personal experience to make connections to the text.

## Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist) [RL.11-12.7]

### Objectives:

- ◆ ELA 11.7.1: Define venue and drama.
- ◆ ELA 11.7.2: Examine many interpretations of a single work.
- ELA 11.7.3: Determine how each venue interprets the text.
- ELA 10.7.4: Differentiate how the mediums use symbols, motifs, and other literary devices on or about a common topic.  
Examples: compare and contrast chart
- ELA 11.7.5: Analyze the extent to which a film or live production of a story or drama stays faithful to or departs from the text of script.

8. Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]

### Objectives:

- ◆ ELA 11.8.1: Define theme/topic and style.
- ◆ ELA 11.8.2: Describe the author's styles.
- ◆ ELA 11.8.3: Explain how authors from the same time period address a particular theme.

## Range of Reading and Level of Text Complexity

9. By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.11-12.10]

### Objectives:

- ELA 11.9.1: Read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 11.9.2: Read and comprehend literature, including stories, dramas, and poems, in the Grades 8-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ ELA 11.9.3: Read and comprehend literature, including stories, dramas, and poems, in the Grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Standards for Informational Text

**Key Ideas and Details**

11. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]

**Objectives:**

- ◆ ELA 11.10.1: Define analysis, inference, and explicitly.
- ◆ ELA 11.10.2: Inquire for understanding.
- ◆ ELA 11.10.3: Identify key points/evidence within the text.
- ◆ ELA 11.10.4: List the strengths and weaknesses.

11. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]

**Objectives:**

- ◆ ELA 11.11.1: Define analyze, central ideas, and complex analysis.
- ◆ ELA 11.11.2: Summarize the text.
- ELA 11.11.3: Understand the inter-relationship between multiple ideas.
- ELA 11.11.4: Explain how they are developed.
- ◆ ELA 11.11.5: Identify more than one central idea in a text.

12. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]

**Objectives:**

- ELA 11.12.1: Look at key details or ideas in isolation and fit in larger framework of the text.
- ELA 11.12.2: Determine a set of multifaceted ideas or sequence of events and how they develop throughout the text.
- ◆ ELA 11.12.3: Identify the series of ideas or events within the organizational text.

**Craft and Structure**

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]

**Objectives:**

- ◆ ELA 11.13.1: Define figurative, connotative, and technical.
- ◆ ELA 11.13.2: Identify key terms throughout the text.
- ◆ ELA 11.13.3: Apply context clue strategies to determine word meaning.
- ◆ ELA 11.13.4: Use context clues used to define meaning of unfamiliar words in world literature selections.  
Examples: words in proximity, antonyms, synonyms, restatement



14. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]

**Objectives:**

- ◆ **ELA 11.14.1:** Define effectiveness, exposition, and argument.
- ◆ **ELA 11.14.2:** Extend beyond the recognition of the text.  
Examples: Is it clear? Does the author convince you as a reader? How did the situation contribute to this?
- ◆ **ELA 11.14.3:** Distinguish fact from opinion in textual materials.  
Examples: editorials, advertisements, essays

15. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]

**Objectives:**


- ◆ **ELA 11.15.1:** Define style, rhetoric, analyze, and persuasive.
- ◆ **ELA 11.15.2:** Describe how rhetoric exposes the author’s point of view.
- ◆ **ELA 11.15.3:** Find the author’s style within a passage.
- ◆ **ELA 11.15.4:** Identify types of persuasive writing.

### Integration of Knowledge and Ideas

16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]

**Objectives:**

- ◆ **ELA 11.16.1:** Define integrate and media.
- ◆ **ELA 11.16.2:** Determine the usefulness of each media format.

17. Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”), including how they address related themes and concepts. [RI.9-10.9] 

**Objectives:**

- ◆ **ELA 11.17.1:** Define historical theme/concept of authors.
- ◆ **ELA 11.17.2:** Compare the themes/concepts between two authors.
- ◆ **ELA 11.17.3:** Identify characteristic components of American authors or public figures in the text.

## Range of Reading and Level of Text Complexity

18. By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.11-12.10]

### Objectives:

- ELA 11.18.1:** Read and comprehend literary nonfiction, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 11.18.2:** Read and comprehend literary nonfiction, in the Grades 8-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ **ELA 11.18.3:** Read and comprehend literary nonfiction, in the Grades 7-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

### Text Types and Purposes

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. [W.11-12.1b]
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

### Objectives:

- ◆ **ELA 11.19.1:** Define analysis, reasoning, and relevant.
- ◆ **ELA 11.19.2:** Develop a topic sentence and supporting sentence to support an opinion.
- ◆ **ELA 11.19.3:** Identify objective/subjective writing.
- ◆ **ELA 11.19.4:** Identify formal/informal writing.
- ◆ **ELA 11.19.5:** Identify the parts of a composition.  
Examples: thesis sentence and introductory, supporting, and concluding paragraphs.

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]

**Objectives:**

- ◆ **ELA 11.20.1:** Define explanatory, informative, and relevant.
- ◆ **ELA 11.20.2:** Distinguish fact from opinion in informational reading materials.
- ◆ **ELA 11.20.3:** Create a graphic organizer to arrange content.
- ◆ **ELA 11.20.4:** Discuss the difference between fact and opinion.

21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]

**Objectives:**

- ◆ **ELA 11.21.1:** Define imagined, relevant, dialogue, sensory, precise, coherent, vivid, narrative, and progression.
- ◆ **ELA 11.21.2:** Use words and phrases to establish a tone.
- ◆ **ELA 11.21.3:** Develop an effective voice suitable for audience and purpose.
- ◆ **ELA 11.21.4:** Recognize transitional words and phrases in the text.
- ◆ **ELA 11.21.5:** Distinguish between descriptive and non-descriptive language.

## Production and Distribution of Writing

22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above). [W.11-12.4]

### Objectives:

- ◆ ELA 11.22.1: Define task, purpose, and audience.
- ◆ ELA 11.22.2: Assess task, audience, and purpose in relation to style, organization, and development of the topic.
- ◆ ELA 11.22.3: Analyze the modes of writing.  
Examples: narrative, informative, and argumentative modes.
- ◆ ELA 11.22.4: Recognize the parts of a composition.

23. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11). [W.11-12.5]

### Objectives:

- ◆ ELA 11.23.1: Define revise, edit, and rewrite.
- ◆ ELA 11.23.2: Develop an outline to create a sample of different modes of writing.
- ◆ ELA 11.23.3: Use brainstorming, drawings, and discussion elements of prewriting in the writing process.
- ◆ ELA 11.23.4: Demonstrate brainstorming using graphic organizers.
- ◆ ELA 11.23.5: Determine most important details or information for a particular audience and purpose.

24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

### Objectives:

- ◆ ELA 11.24.1: Define feedback, argument, technology, and internet.
- ◆ ELA 11.24.2: Critique a written analysis and presentation of findings in short (focused) projects and longer term, in-depth research.
- ◆ ELA 11.24.3: Develop an authentic piece of written work.

## Research to Build and Present Knowledge

25. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]

### Objectives:

- ◆ ELA 11.25.1: Define feedback.
- ◆ ELA 11.25.2: Strategically use technology when creating, refining, and collaborating on writing.
- ◆ ELA 11.25.3: Collaborate with peers for continuous feedback for new arguments and ideas.

26. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]

**Objectives:**

**ELA 11.26.1:** Synthesize information by combining parts from a variety of sources into unified understanding, leading to a new insight, if possible.

◆ **ELA 11.26.2:** Recognize what is important in a source, how it supports the topic and how it relates to other sources of information.

◆ **ELA 11.26.3:** Investigate information that is relevant from reliable and authoritative sources.

**ELA 11.26.4:** Construct advanced searches and find both print and digital sources that answer previously crafted research questions.

◆ **ELA 11.26.5:** Integrate information effectively, avoiding plagiarism and using a standard format for citation.

27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

a. Apply *Grade 11 Reading standards* to literature (e.g., “Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). [W.11-12.9a]

b. Apply *Grade 11 Reading standards* to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt’s “Four Freedoms” speech, King’s “Letter from a Birmingham Jail”]), including how they address related themes and concepts. [W.11-12.9b]

**Objectives:**

◆ **ELA 11.27.1:** Define credibility, reflection, and research.

◆ **ELA 11.27.2:** Analyze the purpose of information presented in diverse media and formats.

### Range of Writing

28. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.11-12.10]

**Objectives:**

◆ **ELA 11.28.1:** Define research, reflection, revision, audience, and formal/informal language.

◆ **ELA 11.28.2:** Organize sentences in a logical order to form cohesive paragraphs.

◆ **ELA 11.28.3:** Write in narrative, persuasive, descriptive, and expository modes.

◆ **ELA 11.28.4:** Recognize vocabulary relevant to the text.

## Speaking and Listening Standards

**Comprehension and Collaboration**

29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 11 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
  - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]

**Objectives:**

- ◆ **ELA 11.29.1:** Define collaborative, diverse, persuasive, and synthesize.
- ◆ **ELA 11.29.2:** Differentiate the elements of effective speaking and listening skills of self and others.
- ◆ **ELA 11.29.3:** Investigate for clarification topics for discussion.
- ◆ **ELA 11.29.4:** Establish personal point of view and individual role pertaining to the topic.

30. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]

**Objectives:**

- ◆ **ELA 11.30.1:** Define integrate, diverse, credibility, accuracy, media, and discrepancies.
- ◆ **ELA 11.30.2:** Identify examples of print and non-print material.
- ◆ **ELA 11.30.3:** Recognize misleading forms of logic and argument.
- ◆ **ELA 11.30.4:** Determine when argument and propaganda are being used in oral and visual presentation.

31. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]

**Objectives:**

- ◆ **ELA 11.31.1:** Define stance, emphasis, tone, inflection, enunciation, and premises.
- ◆ **ELA 11.31.2:** Critique oral and visual presentation for use and evidence to present ideas.
- ◆ **ELA 11.31.3:** Identify effective presentation skills.  
Examples: tone, stance, body language, inflection, enunciation, tempo, eye contact

## Presentation of Knowledge and Ideas

32. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]

### Objectives:

- ◆ ELA 11.32.1: Define perspective, formal/informal, logic, and argument.
- ◆ ELA 11.32.2: Recognize misleading forms of logic and argument and counter position.
- ◆ ELA 11.32.3: Identify details that support a position.
- ◆ ELA 11.32.4: Identify formal and informal setting.

33. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]

### Objectives:

- ◆ ELA 11.33.1: Define textual, graphical, and interactive elements.
- ◆ ELA 11.33.2: Identify Web 2.0 sites.  
Examples: blog, wiki, web video
- ◆ ELA 11.33.3: Create a presentation.  
Example: digital story or PowerPoint presentation

34. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations). [SL.11-12.6]

### Objectives:

- ◆ ELA 11.34.1: Define formal English and contextual setting.
- ◆ ELA 11.34.2: Identify formal and informal settings.
- ◆ ELA 11.34.3: State examples of formal and informal English.  
Examples: Instant messaging, text abbreviations, slang, contractions

## Language Standards

### Conventions of Standard English

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. [L.11-12.1b]

### Objectives:

- ◆ ELA 11.35.1: Define usage, contested, conventions, and references.
- ◆ ELA 11.35.2: Demonstrate the use of consulting references.
- ◆ ELA 11.35.3: Identify consulting references.

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- Observe hyphenation conventions. [L.11-12.2a]
  - Spell correctly. [L.11-12.2b]

**Objectives:**

- ◆ ELA 11.36.1: Define command convention, standard English, and hyphenation.
- ◆ ELA 11.36.2: Apply rules of capitalization.
- ◆ ELA 11.36.3: Use reference guides, including dictionary and thesaurus for appropriate spelling.
- ◆ ELA 11.36.4: Demonstrate use of hyphens when dividing words.
- ◆ ELA 11.36.5: Identify hyphenated compound words.

### Knowledge of Language

37. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]
- Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences: Syntax as Style*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]

**Objectives:**

- ◆ ELA 11.37.1: Define syntax, style, and voice.
- ◆ ELA 11.37.2: Determine what the intended audience needs to know about the topic for appropriate vocabulary.
- ◆ ELA 11.37.3: Use reference guide as consulting guides.
- ◆ ELA 11.37.4: Identify the context being used.



## Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 11 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). [L.11-12.4b]
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]

### Objectives:

- ◆ ELA 11.38.1: Define reference materials and etymology.
- ◆ ELA 11.38.2: Recognize prefixes, suffixes, and root words in unfamiliar words.
- ◆ ELA 11.38.3: Apply context clues strategies to determine word meaning.
- ◆ ELA 11.38.4: List unfamiliar words.
- ◆ ELA 11.38.5: Identify commonly confused words.
- ◆ ELA 11.38.6: Use dictionaries and thesauruses to look up the words.

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
  - Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

### Objectives:

- ◆ ELA 11.39.1: Define nuance, hyperbole, paradox, and denotations.
- ◆ ELA 11.39.2: Incorporate new vocabulary/meaning.
- ◆ ELA 11.39.3: Compare words using synonyms.
- ◆ ELA 11.39.4: Locate examples of figurative language within the text.
- ◆ ELA 11.39.5: Recall examples of figurative language.

40. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

### Objectives:

- ◆ ELA 11.40.1: Define domain specific words and accurately.
- ◆ ELA 11.40.2: Use domain-specific words and phrases to increase comprehension and expression for reading, writing, speaking, and listening at the college and career readiness level.
- ◆ ELA 11.40.3: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ◆ ELA 11.40.4: Acquire and use accurately general academic words for reading, writing, speaking, and listening at the college and career readiness level

## Grade 12

Students will:

## Reading Standards for Literature

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]

**Objectives:**

- ◆ ELA 12.1.1: Define correlate, inferences, and explicit.
- ◆ ELA 12.1.2: Label main idea and supporting details.
- ELA 12.1.3: State the textual support that correlates between what is stated and what is inferred.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]

**Objectives:**

- ◆ ELA 12.2.1: Define theme, central idea, and complex account.
- ◆ ELA 12.2.2: Describe the author's purpose.
- ◆ ELA 12.2.3: Identify main idea and supporting details.
- ◆ ELA 12.2.4: Describe the plot structures of given text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]

**Objectives:**

- ◆ ELA 12.3.1: Define setting, drama, and types of characters.
- ◆ ELA 12.3.2: Identify plot sequences and elements of a play.
- ◆ ELA 12.3.3: Determine direct and indirect characterization.

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors). [RL.11-12.4]

**Objectives:**

- ◆ ELA 12.4.1: Define figurative language, connotative and denotative, and tone (formal and informal).
- ELA 12.4.2: Examine an author's craft as it relates to word choice.
- ELA 12.4.3: Determine author's style.
- ◆ ELA 12.4.4: Describe the organizational structure of an essay.

5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]

**Objectives:**

- ◆ ELA 12.5.1: Define plot structure, comedic, tragic, engaging, aesthetic impact, and style.
- ◆ ELA 12.5.2: Estimate whether the structure makes points clear, convincing, and engaging.
- ◆ ELA 12.5.3: Identify the author’s style.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]

**Objectives:**

- ◆ ELA 12.6.1: Define satire, sarcasm, irony, and understatement.
- ◆ ELA 12.6.2: Discuss in detail point of view.
- ◆ ELA 12.6.3: Identify stated and implied main idea.
- ◆ ELA 12.6.4: Explain the author’s style.

### Integration of Knowledge and Ideas

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare) [RL.11-12.7]

**Objectives:**

- ◆ ELA 12.7.1: Define interpretation, plot, drama, and poetry.
- ◆ ELA 12.7.2: Summarize plot structure.
- ◆ ELA 12.7.3: Determine the author’s purpose.

8. Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]

**Objectives:**

- ◆ ELA 12.8.1: Define theme and figurative language.
- ◆ ELA 12.8.2: Compare authors’ styles and themes from the same time period.
- ◆ ELA 12.8.3: Discuss the author’s style.

## Range of Reading and Level of Text Complexity

9. By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RL.11-12.10]

**Objectives:**

- ELA 12.9.1:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 10-11 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 12.9.2:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ **ELA 12.9.3:** Read and comprehend literature, including stories, dramas, and poems, in the Grades 8-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Reading Standards for Informational Text

### Key Ideas and Details

10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RI.11-12.1]

**Objectives:**

- ◆ **ELA 12.10.1:** Define inferences and style.
- ELA 12.10.2:** State the informational supports that correlate between what is stated and what is inferred.
- ◆ **ELA 12.10.3:** Label the main idea and supporting details.

11. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]

**Objectives:**

- ◆ **ELA 12.11.1:** Define central ideas, theme, complex analysis, and summary.
- ◆ **ELA 12.11.2:** Describe main idea and supporting details.
- ◆ **ELA 12.11.3:** Summarize the selection objectively.
- ELA 12.11.4:** Apply theme throughout the course of the text.

12. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.11-12.3]

**Objectives:**

- ◆ **ELA 12.12.1:** Define sequential order, setting, and main idea.
- ◆ **ELA 12.12.2:** Describe supporting details.

## Craft and Structure

13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *The Federalist* No. 10). [RI.11-12.4]

### Objectives:

- ◆ ELA 12.13.1: Define figurative language, connotative, and technical meaning.
- ◆ ELA 12.13.2: Distinguish context clues of selected words.
- ◆ ELA 12.13.3: Describe the organizational structure of essays.
- ELA 12.13.4: Determine author's style.

14. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]

### Objectives:

- ◆ ELA 12.14.1: Define convincing, engaging, exposition, and argument.
- ◆ ELA 12.14.2: Identify key points in functional text.
- ◆ ELA 12.14.3: Identify propaganda in functional text.
- ◆ ELA 12.14.4: List the strengths and weaknesses in essays, speeches, or editorials.

15. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]

### Objectives:

- ◆ ELA 12.15.1: Define point of view and rhetoric.
- ◆ ELA 12.15.2: Distinguish rich and effective language.
- ELA 12.15.3: Establish the author's style.
- ◆ ELA 12.15.4: Analyze the author's point of view and use of rhetoric.

## Integration of Knowledge and Ideas

16. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]

### Objectives:

- ◆ ELA 12.16.1: Define media and propaganda.
- ◆ ELA 12.16.2: Analyze nonprint media for propaganda.
- ◆ ELA 12.16.3: Identify propaganda in nonprint media.

17. Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). [RI.11-12.8]

**Objectives:**

- ◆ **ELA 12.17.1:** Define legal reasoning, arguments, logical fallacies, and advocacy.
- ◆ **ELA 12.17.2:** Explain logical fallacies in textual/informational and functional materials.
- ELA 12.17.3:** Recognize faulty logic or organization.
- ELA 12.17.4:** Correlate themes between two authors.
- ELA 12.17.5:** Discuss the characteristic components of American authors within the text.

### Range of Reading and Level of Text Complexity

18. By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently. [RI.11-12.10]

**Objectives:**

- ELA 12.18.1:** Read and comprehend nonfiction, in the Grades 10-11 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELA 12.18.2:** Read and comprehend nonfiction, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ◆ **ELA 12.18.3:** Read and comprehend nonfiction, in the Grades 8-9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Writing Standards

**Text Types and Purposes**

19. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. [W.11-12.1b]
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. [W.11-12.1c]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.1d]
  - Provide a concluding statement or section that follows from and supports the argument presented. [W.11-12.1e]

**Objectives:**

- ◆ **ELA 12.19.1:** Define unity.
- ◆ **ELA 12.19.2:** Write argumentative papers that support the analysis of a text or topic using enough relevant evidence to legitimately support a claim.
- ◆ **ELA 12.19.3:** Understand how much evidence is needed to satisfactorily support a point.
- ◆ **ELA 12.19.4:** Establish the importance of an argument and make a distinction between their argument and opposing argument.
- ◆ **ELA 12.19.5:** Construct a graphic organizer for a stated argument that provides a logical sequence to argument(s), counterarguments, reason, and evidence.
- ◆ **ELA 12.19.6:** Assess audience values and possible biases.
- ◆ **ELA 12.19.7:** Create unity and consistency in the text with words and structure, paying close attention to the relationship created between arguments, counterarguments, evidence, and reason.
- ◆ **ELA 12.19.8:** Differentiate syntax in writing to assist in creating strong, cohesive writing.
- ◆ **ELA 12.19.9:** Maintain an appropriate style by avoiding personal bias.
- ◆ **ELA 12.19.10:** Construct a conclusive statement that supports the argument.

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]

**Objectives:**

- ◆ **ELA 12.20.1:** Draw on relevant facts, definition, details, and quotes.
- ◆ **ELA 12.20.2:** Analyze sources that are appropriate to tone, audience, and purposes.
- ◆ **ELA 12.20.3:** Select precise words and domain-specific vocabulary as well as metaphors.  
Examples: metaphors, similes, and analogies
- ◆ **ELA 12.20.4:** Produce a clear and narrow topic.
- ◆ **ELA 12.20.5:** Categorize ideas, concepts, and information to interrelationships.
- ◆ **ELA 12.20.6:** Organize the elements of the paper to create a unified whole.
- ◆ **ELA 12.20.7:** Critique effectively.
- ◆ **ELA 12.20.8:** Develop a topic.
- ◆ **ELA 12.20.9:** Organize a brainstorming graphic.
- ◆ **ELA 12.20.10:** Choose transitions and syntax to link together the major sections of the text.
- ◆ **ELA 12.20.11:** Compose a concluding statement that supports the the information presented.
- ◆ **ELA 12.20.12:** Prepare a formal style and objective tone.
- ◆ **ELA 12.20.13:** Weigh the organization/style that is most effective for purpose, audience, and task.
- ◆ **ELA 12.20.14:** Select the most significant facts.
- ◆ **ELA 12.20.15:** Assess the most effective way to integrate multimedia.



21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.11-12.3]
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. [W.11-12.3a]
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]

**Objectives:**

- ELA 12.21.1:** Craft writing with form/structure based on a progression of events that build on each other.
- ELA 12.21.2:** Select effective details using precise language.
- ELA 12.21.3:** Establish point of view, introduce narrator, provide vivid characters, and present complex situations.
- ◆ **ELA 12.21.4:** Apply narrative techniques (dialogue, description, and plot) in order to develop experiences, events, and/or characters choosing words that create vivid pictures.
- ◆ **ELA 12.21.5:** Construct a conclusion to the events introduced at the beginning of the narrative.
- ELA 12.21.6:** Establish the justification of the situation.
- ELA 12.21.7:** Consider tone and outcome more explicitly.

### Production and Distribution of Writing

22. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above). [W.11-12.4]

**Objectives:**

- ◆ **ELA 12.22.1:** Define task, purpose, and audience.
- ELA 12.22.2:** Assess task, audience, and purpose in relation to style, organization, and development of the topic.
- ◆ **ELA 12.22.3:** Analyze the modes of writing.  
Examples: narrative, argumentative, and informative modes
- ◆ **ELA 12.22.4:** Recognize the parts of a composition.

23. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12). [W.11-12.5]

**Objectives:**

- ◆ ELA 12.23.1: Define revise, edit, and rewrite.
- ◆ ELA 12.23.2: Develop an outline to create a sample of different modes of writing.
- ◆ ELA 12.23.3: Plan writing; develop strong revising, and editing skills.
- ◆ ELA 12.23.4: Determine most important details or information for a particular audience and purpose.

24. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. [W.11-12.6]

**Objectives:**

- ◆ ELA 12.24.1: Define feedback.
- ◆ ELA 12.24.2: Strategically use technology when creating, refining, and collaborating on writing.
- ◆ ELA 12.24.3: Collaborate with peers for continuous feedback for new arguments and ideas.

### Research to Build and Present Knowledge

25. Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.11-12.7]

**Objectives:**

- ◆ ELA 12.25.1: Define synthesize, generate, sustain, and demonstrate.
- ◆ ELA 12.25.2: Critique a written analysis in short (focused) projects and longer term, in-depth research.
- ◆ ELA 12.25.3: Present findings in short (focused) projects and longer term, in-depth research.

26. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. [W.11-12.8]

**Objectives:**

**ELA 12.26.1:** Synthesize information by combining parts from a variety of sources into unified understanding, leading to a new insight, if possible.


**ELA 12.26.2:** Recognize what is important in a source, how it supports the topic and how it relates to other sources of information.

◆ **ELA 12.26.3:** Investigate information that is relevant from reliable and authoritative sources.

**ELA 12.26.4:** Construct advanced searches and find both print and digital sources that answer previously crafted research questions.

**ELA 12.26.5:** Integrate information effectively, avoiding plagiarism and using a standard format for citation.

27. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.11-12.9]

a. Apply *Grade 12 Reading standards* to literature (e.g., “Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics”). [W.11-12.9a] 

b. Apply *Grade 12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in United States Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). [W.11-12.9b]

**Objectives:**

**ELA 12.27.1:** Weigh the strengths and limitations of the sources found in terms of task, audience, and purpose.

◆ **ELA 12.27.2:** Use multiple sources.

### Range of Writing

28. Write routinely over extended time frames, including time for research, reflection, and revision, audiences. [W.11-12.10]

**Objectives:**

- ◆ **ELA 12.28.1:** Define research, reflection, revision, audience, and formal/informal language.
- ◆ **ELA 12.28.2:** Organize sentences in a logical order to form cohesive paragraphs.
- ◆ **ELA 12.28.3:** Write in narrative, persuasive, descriptive, and expository modes.
- ◆ **ELA 12.28.4:** Recognize vocabulary relevant to the text.

### Speaking and Listening Standards

#### Comprehension and Collaboration

29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. [SL.11-12.1a]
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. [SL.11-12.1c]
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. [SL.11-12.1d]

**Objectives:**

- ◆ **ELA 12.29.1:** Define collaborative, diverse, persuasive, and synthesize.
- ◆ **ELA 12.29.2:** Justify personal point of view and individual role pertaining to the topic.
- ◆ **ELA 12.29.3:** Distinguish between the elements of effective speaking and listening skills of self and others.
- ◆ **ELA 12.29.4:** Establish for clarification topics for discussions.

30. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. [SL.11-12.2]

**Objectives:**

- ◆ ELA 12.30.1: Define integrate, diverse, credibility, accuracy, media, and discrepancies.
- ◆ ELA 12.30.2: Distinguish between print and non-print materials.
- ◆ ELA 12.30.3: Identify misleading forms of logic and argument.

31. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. [SL.11-12.3]

**Objectives:**

- ◆ ELA 12.31.1: Define stance, emphasis, tone, inflection, enunciation, and premises.
- ◆ ELA 12.31.2: Evaluate oral and visual presentations.
- ◆ ELA 12.31.3: Illustrate effective presentation skills.

### Presentation of Knowledge and Ideas

32. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [SL.11-12.4]

**Objectives:**

- ◆ ELA 12.32.1: Define perspective, formal/informal, logic, and argument.
- ◆ ELA 12.32.2: Diagnose misleading forms of logic, argument, and counter position.
- ◆ ELA 12.32.3: Outline details that support a position.

33. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. [SL.11-12.5]

**Objectives:**

- ◆ ELA 12.33.1: Define textual, graphical, and interactive elements.
- ◆ ELA 12.33.2: Create a Web 2.0 site.  
Examples: blog, wiki, web video
- ◆ ELA 12.33.3: Create and deliver a presentation.  
Example: digital story or PowerPoint presentation

34. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations). [SL.11-12.6]

**Objectives:**

- ◆ ELA 12.34.1: Define formal English and contextual setting.
- ◆ ELA 12.34.2: Identify formal and informal setting.
- ◆ ELA 12.34.3: Initiate conversations that demonstrate formal and informal English.

## LANGUAGE STANDARDS

**Conventions of Standard English**

35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.11-12.1]
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. [L.11-12.1a]
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. [L.11-12.1b]

**Objectives:**

- ◆ **ELA 12.35.1:** Define differentiate, grammar, and usage.
- ◆ **ELA 12.35.2:** Use parallel structure in text and writing.
- ◆ **ELA 12.35.3:** Use various phrases and clues to convey specific meaning and add variety.
- ◆ **ELA 12.35.4:** Apply rules of grammar, usage, style, and mechanics.
- ◆ **ELA 12.35.5:** Use proofreading techniques to edit written work.
- ◆ **ELA 12.35.6:** Edit written work for mechanics, usage, grammar, and style.

36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]
- Observe hyphenation conventions. [L.11-12.2a]
  - Spell correctly. [L.11-12.2b]

**Objectives:**

- ◆ **ELA 12.36.1:** Define capitalization, punctuation, and spelling.
- ◆ **ELA 12.36.2:** Identify use of ellipses, parenthesis, hyphens, and suspended hyphens.
- ◆ **ELA 12.36.3:** Apply principles of punctuation in writing.
- ◆ **ELA 12.36.4:** Use reference guides.

**Knowledge of Language**

37. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences: Syntax as Style*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]

**Objectives:**

- ◆ **ELA 12.37.1:** Define syntax.
- ◆ **ELA 12.37.2:** Identify various sentence structures including: simple, compound, complex, and compound complex.
- ◆ **ELA 12.37.3:** Edit existing draft to include a variety of sentence structures.
- ◆ **ELA 12.37.4:** Establish the topic of information for the intended audience.
- ◆ **ELA 12.37.5:** Use reference guides.

## Vocabulary Acquisition and Use

38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies. [L.11-12.4]
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.11-12.4a]
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). [L.11-12.4b]
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4c]
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.11-12.4d]

### Objectives:

- ◆ **ELA 12.38.1:** Define multiple meaning words, references, etymology, and context clues.
- ◆ **ELA 12.38.2:** Identify word structure in selected vocabulary from British Literature.
- ◆ **ELA 12.38.3:** Identify prefixes, suffixes, and root words in unfamiliar words.
- ◆ **ELA 12.38.4:** Apply context clue strategies to determine word meaning.
- ◆ **ELA 12.38.5:** List commonly confused words.

39. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]
  - Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]

### Objectives:

- ◆ **ELA 12.39.1:** Define figurative language, hyperbole, paradox, and denotations.
- ◆ **ELA 12.39.2:** Interpret figures of speech in context and analyze their role in the text.
- ◆ **ELA 12.39.3:** Use new vocabulary.
- ◆ **ELA 12.39.4:** Identify figurative language.

40. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

### Objectives:

- ◆ **ELA 12.40.1** Define domain specific words and accurately.
- ◆ **ELA 12.40.2:** Use domain-specific words and phrases to increase comprehension and expression for reading, writing, speaking, and listening at the college and career readiness level.
- ◆ **ELA 12.40.3:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ◆ **ELA 12.40.4:** Acquire and use accurately general academic words for reading, writing, speaking, and listening at the college and career readiness level.

Directions for Interpreting the Minimum Required Content

DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT

Academic content standards in this document are divided into grade clusters K-2, 3-5, 6-8, and 9-12. Each cluster contains an introduction that provides an overview of student characteristics, effective instructional strategies, and content addressed within that cluster. Following the introduction are the grade-level content standards organized by strands.

**Strands** are groups of related content standards and, in each grade, include Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards. The Grades K-5 section of the document also includes an additional strand, Reading Standards: Foundational Skills. In the illustration below, the strand is “Reading Standards for Literature.”

**Subcategories** denote the specific purpose of a group of standards within a strand. In the example below, the subcategory is “Key Ideas and Details.”

**Content Standards** are written below each strand and subcategory as shown in the illustration. Content standards define what students should know and be able to do at the conclusion of a grade. Content standards in this document contain minimum required content. The order in which standards are listed within a grade is not intended to convey a sequence for instruction or to dictate curriculum or teaching methods. Often two or more standards may be addressed together in one lesson or unit. Each content standard completes the phrase “*Students will.*”

**Content Standard Identifiers** are found in brackets following most standards. These identifiers indicate the 2010 Common Core State Standards (CCSS) strand, grade, and number. For example, in the illustration below, the strand is Reading Standards for Literature (RL), the grade is Kindergarten (K), and the CCSS numbers are one (1), two (2), and three (3).

Required content added from the 2007 *Alabama Course of Study: English Language Arts* is noted at the end of a standard by a state of Alabama symbol (Ⓐ as shown beside 1.a. below).

KINDERGARTEN

*Students will:*

