



K-12
English Language Arts
Curriculum
Standards
2022



Archdiocese of Omaha
Catholic Schools

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Introduction

The purpose of these standards is to assist administrators and teachers of the Archdiocese of Omaha in teaching English Language Arts in the Archdiocesan Catholic Schools. This guide contains clear expectations for English Language Arts Standards. It is intended that this material be used in the development of local English Language Arts curriculum plans, evaluating, and choosing instructional materials, developing formative and summative assessments, and for the training of teachers in evidence-based instructional practices for English Language Arts.

Administrators will use this curriculum to assist teachers in applying the English Language Arts Standards and assessments to the specific grade levels/courses.

Teachers will use the curriculum as the basis for planning their lessons for the year. Use of this curriculum will assist students in attaining the standards for which all are accountable. Teachers are required to spend 80% of their instructional time teaching curriculum directly connected to the standards with 20% of their time teaching concepts that enhance the curriculum.

Archdiocese of Omaha Catholic Schools Mission Statement

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- To proclaim the message of faith and morals
- To foster community
- To encourage worship and prayer
- To motivate to serve others

Each school is to foster in students a personal relationship with Jesus Christ educating them to become academically proficient and responsible, community-minded adults who will be active and loyal members of their Church and their country.

Archdiocese of Omaha Catholic School Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Knowledge of Catholic Church teachings of faith, morals and virtue
- Knowledge of core disciplines and fine arts
- Higher order thinking skills
- Effective communication skills
- Effective social interaction skills
- Independent learning skills
- Life-long learning with the ability to access and utilize resources
- Knowledge of practices essential to:
 - Christ-centered families
 - Full participation in parish community life
 - Sound health in mind, body and spirit
 - Responsible stewardship
 - Mature, responsible, and sensible use of technology
 - Effective citizenship

English Language Arts Program Mission Statement

The mission of English Language Arts education in the Archdiocese of Omaha is to cultivate students' natural abilities to be readers, writers, listeners, and speakers who reflect Catholic values and communicate effectively, intentionally, and in conformity with the teachings of Jesus Christ.

Introduction to the Nebraska English Language Arts Standards and the Formation of a Catholic Identity in the Archdiocese of Omaha Standards

NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS



Approved by the Nebraska State Board of Education on September 2, 2021



The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21st century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

Nebraska's English Language Arts Standards reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college- and career-readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction. In addition to standards and indicators, some of the Nebraska Standards for English Language Arts provide examples. The "e.g.," statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The revised 2021 Nebraska English Language Arts Standards are formatted to support educators in both grade-level and vertical instructional planning. In addition to organization by grade level,

the standards and indicators are formatted into spiraled, vertical articulations. This design demonstrates the interrelated nature of skills in the English Language Arts and their progression through the grade levels. The purpose of presenting the standards into vertical charts is to provide educators with a practical tool for the development of a locally determined, standards-aligned curriculum.

Text at the Center:



Approved by the Nebraska State Board of Education on September 2, 2021

The graphic above illustrates an integrated model of literacy. Although the standards are organized into the essential components of Foundations of Reading, Reading Comprehension, Writing, Vocabulary, and Speaking and Listening for conceptual clarity, the strands are closely interrelated. For example, students should engage in meaningful writing tasks in response to the complex texts they are reading. Likewise, many of the skills associated with research are applicable to both writing and speaking tasks. The hallmark of effective ELA instruction is in the English Language Arts is to demonstrate this interrelatedness through thoughtful planning in daily lessons and in the scope and sequence of knowledge and skills over the course of a year. The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level, combined with thoughtful instruction so that all students have access to grade-level, complex texts. Students should have ample opportunity to express their understanding of meaning through discussion and writing. High-quality, grade-level complex texts can also provide the basis for instruction in other domains such as vocabulary acquisition and grammar, usage, and mechanics skills. Students should spend significant time actively

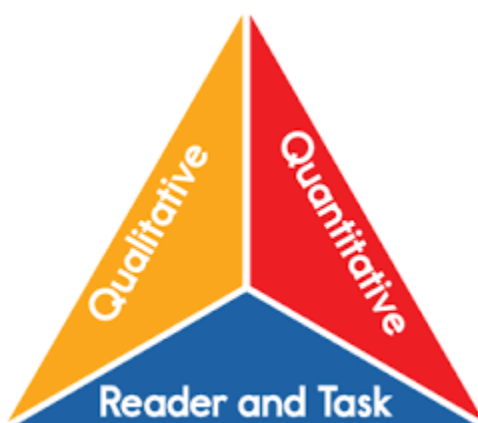
reading content-rich, complex text. Close reading of complex text is concentrated, demanding work that helps students discover how to learn from reading and grow their knowledge, vocabulary, and understanding of syntax. Students should engage in a volume of reading to build knowledge and be exposed to academic language in all content areas. That volume of reading needs to be at a range of complexity levels so that every student can eventually read independently and proficiently. Much of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic). A text-centered approach provides rich ELA/literacy classroom experiences and builds confident, joyful readers.

Why text complexity matters:

Nearly half of American students graduating from high school will require some level of remediation to successfully read and understand the texts they will encounter as they enter college or the workforce. By the time many students complete their K-12 education, they are not able to meet the reading requirements they will face after graduation. An extensive body of research has emerged to explore the role of text complexity as it relates to students' ability to independently and proficiently comprehend the kinds of texts required in postsecondary work or their chosen career fields. A 2006 ACT study *Reading Between the Lines* examined student performance on reading comprehension measures to understand why some students performed below benchmark. The report indicated that the skills differentiating students who met the benchmark for reading proficiency from those who did not was their ability to correctly answer questions about more complex text.

The role of standards:

The revised standards emphasize the range and complexity of texts that move students to proficiency as they progress through the grades. Below is the 3-part model for measuring the complexity of texts.



Qualitative measures: These include dimensions of text such as its purpose, levels of meaning, structure, conventions of language, and the knowledge demands they place upon the reader.

Quantitative measures: These measures refer to aspects of text complexity that can be objectively measured, for example, word length and frequency, sentence length, and text cohesion.

Reader and Task considerations: While quantitative and qualitative elements of complexity focus on the text itself, the Reader and Task dimension considers individual readers and variables such as their motivation, background knowledge, and the purpose and difficulty of the task associated with a given text. Assessments in this dimension rely on professional judgment and expertise of classroom teachers as they consider their students and the subject matter at hand.

Lexile ranges: Measures of text complexity must be aligned with college and career readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year, credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale.

Distribution of literary and informational text types:

The 2009 reading framework for the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessments as students advance through the grades. The revised standards for English Language Arts are aligned to this framework so that all students are equipped to meet the text complexity demands of college and career readiness.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Distribution of communicative purposes by grade in the 2011 NAEP Writing Framework. NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The Framework recognizes these modes as mutually reinforcing writing capacities—writing to persuade, to explain, and to convey real or imagined experiences. A body of evidence related to the demands of college and career readiness requires shifting emphasis so that in grades 9-12, the overwhelming focus of writing is on arguments and informative/explanatory text types.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

Shared responsibility for literacy development:

ELA teachers have a unique and specialized role in developing students' literacy skills, including systematic instruction of the foundations of reading and writing. But the comprehensive nature of the standards—reading, writing, language development, vocabulary acquisition, speaking and listening—and their applicability to student success in other content areas, requires that they be a shared responsibility within the school. An interdisciplinary approach to literacy assures students receive explicit instruction in reading and writing with a wide range of discipline-specific texts and tasks.

Key Features of the Nebraska English Language Arts Standards:

Reading: Text complexity and the growth of comprehension. The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The standards are designed to demonstrate a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Production of writing: Conventions, effective use, and vocabulary. The Production of Writing strand includes the many skills that comprise essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. These standards and indicators also recognize the sentence as the building block of writing and build in sophistication as they progress through the grades. The Vocabulary standards complement the sequence of grammar, usage, and mechanics with their focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain specific words and phrases.

Writing: Text types, responding to reading, and research. The revised standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and literary forms. The Modes of

Writing standards and indicators convey the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout this document.

Speaking and Listening: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations. The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Key Instructional Shifts for the Nebraska English Language Arts Standards:



Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders* have in the stages of their implementation.

ELA/Literacy Shift 1: Science of Reading/Foundations of Reading | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

Teachers...

- Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency.
- Provide frequent, meaningful opportunities for practice of newly acquired skills.
- Progress monitor with diagnostic assessments.
- Differentiate instruction for struggling readers.

School leaders...

- Provide systematic early literacy training based on the science of reading.
- Provide access to HQIMs and ongoing support for their implementation.
- Create structures that maximize core instruction during literacy blocks.
- Ensure school environments are print-rich.

Students...

- Orally practice phonemic awareness activities.
- Engage in frequent, meaningful practice of emerging skills.
- Read high-quality decodable texts at school and at home.
- Self-select literary and informational texts based on their interests.

ELA/Literacy Shift 2: Staircase of Complexity | In order for students to be prepared for the complexity demands of the texts they will encounter in college, career, and personal life, each grade level requires a "step" of growth on the "staircase of complexity." High-quality, knowledge-building texts that are at or above grade level should form the center of instruction.

Teachers...

- Use anchor and supporting texts that increase in complexity over the year.
- Provide frequent, meaningful opportunities for close reading and re-reading.
- Provide rigorous tasks and opportunities to write and speak about content.
- Scaffold instruction for struggling readers.

School leaders...

- Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts.
- Provide deep, sustained professional learning on the implementation of HQIMs.
- Create structures for cross-curricular experiences with complex texts.

Students...

- Employ strategies for comprehending grade-level texts and their academic language.
- Increase time spent writing about the content of complex texts using academic language.
- Interact meaningfully with complex texts through robust discussion.
- Self-select texts at their own reading level.

<p>ELA/Literacy Shift 3: Balancing Literary and Informational Texts The revised standards reflect the unique but interrelated skills associated with successful comprehension of literary ("Prose and Poetry)," and informational text types. It is recommended students read a 50-50 balance of literary and informational texts, thereby building their knowledge of the world and content in science, social studies, the arts, and literature.</p>		
<p>Teachers...</p> <ul style="list-style-type: none"> Provide rich experiences with a variety of text types. Explicitly teach the unique characteristics and features of informational text. Use thematically-related text sets designed to build deep knowledge of topics. Read aloud to students to model expert, fluent reading of text. Scaffold instruction for struggling readers. 	<p>School leaders...</p> <ul style="list-style-type: none"> Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts. Provide deep, sustained professional learning on the implementation of high-quality instructional materials. Develop structures and professional learning opportunities so that students access complex text in all content areas. 	<p>Students...</p> <ul style="list-style-type: none"> Read a balance of literary and informational texts across content areas. Read a wide range of multimodal texts in which meaning is conveyed through visual, audio, gestural, tactile, and spatial means. Build vocabulary through a combination of conversation, direct instruction, and reading. Participate in frequent opportunities to write about content and practice the modes and structures of literary and informational text types.
<p>ELA/Literacy Shift 4: Explicit Writing Instruction The <i>Production of Writing</i> strand of the revised standards lays out an explicit sequence of evidence-based skills that lead to writing proficiency. The progression emphasizes sentence-level and paragraph composition so that students are able to craft cohesive writing pieces grounded in evidence from complex texts.</p>		
<p>Teachers...</p> <ul style="list-style-type: none"> Explicitly teach grammar, usage, and mechanic skills in the context of high-quality texts. Use high-quality instructional materials that provide a mix of on-demand and process writing tasks. Provide frequent opportunities for revising and editing pieces written by self and others. Design lessons in which students explicitly examine grammatical structures in meaningful, complex sentences. Design instruction in which students experience grammatical conventions in various contexts. 	<p>School leaders...</p> <ul style="list-style-type: none"> Equip teachers with professional learning, high-quality materials, and evidence-based resources to support their knowledge of language. Ensure a district-wide scope and sequence reflects a carefully planned integration of language and content. Assess the frequency and quality of direct writing instruction in all classes. Support the implementation of formative, interim, and summative assessment that informs instruction. 	<p>Students...</p> <ul style="list-style-type: none"> Write about the content of complex texts using academic language and conventions appropriate to the task, purpose, and audience. Recognize the sentence as the building block of all writing. Demonstrate their learning through a variety of written tasks. Engage in deliberate practice of emerging skills. Learn grammatical concepts through the construction and revision of their own writing and that of others.



The Formation of a Catholic Identity in the English Language Arts Standards

The English Language Arts standards of the Archdiocese of Omaha provide teachers and students the framework to develop and share their ideas with others as they live a life of witness to the call of Jesus. By engaging with both literary and informational texts and communicating their ideas through speaking, listening, and writing, learners develop an appreciation and respect for the dignity inherent in all God's creation.

Program Standards

Program and Essential Standards describe the knowledge and skills that students will learn. The *Program Standards* are the pillars of the content area. The *Essential Standards* are broad, overarching student expectations for learning. *Content Standards* identify what students will learn. *Indicators* define how students can show what they are learning and understanding. These standards create a framework for teaching and learning to articulate a trajectory for knowledge and acquisition across all grade and course levels. This ensures that student learning builds on prior knowledge and becomes more advanced over time.

K-12 English Language Arts Program Standards

Foundations of Reading, K-5

Reading Comprehension: Prose and Poetry, Informational Text

Vocabulary

Foundations of Writing, K-2

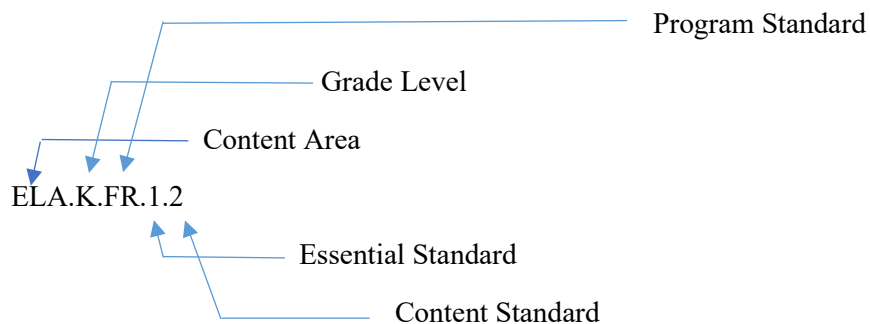
Writing

Speaking and Listening

K-12 Essential Standards

Program Standard	Essential Standard
Foundations of Reading, K-5 (FR)	<ol style="list-style-type: none"> 1. Concepts of Print 2. Phonological Awareness 3. Phonics and Word Analysis 4. Fluency
Reading Comprehension: Prose and Poetry, Informational Text (RP and RI)	<ol style="list-style-type: none"> 1. Catholicism in Reading Prose, Poetry, and Informational Text 2. Central Ideas and Details 3. Author's Craft 4. Knowledge and Ideas 5. Range of Reading and Level of Text Complexity
Vocabulary (V)	<ol style="list-style-type: none"> 1. Acquisition and Use 2. Context and Connotation
Foundations of Writing, K-2 (FW)	<ol style="list-style-type: none"> 1. Foundations of Writing
Writing (W)	<ol style="list-style-type: none"> 1. Production of Writing 2. Modes of Writing
Speaking and Listening (SL)	<ol style="list-style-type: none"> 1. Comprehension and Collaboration 2. Presentation of Knowledge and Ideas

Reading the Archdiocese English Language Arts Standards



Indicators are written as an “A.B.C...” list under each Content Standard and include examples for teachers to draw from when creating lesson plans.

Additionally, the Nebraska codes from the state standards are included in parenthesis in order to better correlate student performance from current standardized tests, instructional materials, interventions, and assessments. When the Archdiocese English Language Arts standards have additional information and/or revised the original state standard, the state standard in parentheses will be italicized.

Kindergarten English Language Arts Standards

Foundations of Reading (FR) Instructional Considerations:

- In recognizing and producing oral rhymes, students should indicate the location of the rhyme, i.e., at the end of a line of print.
- Students can demonstrate understanding of one-to-one correspondence between voice and print by pointing to each word in a sentence as it is read aloud.
- Phonological awareness refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print
ELA.K.FR.1.1 (LA.K.F.1)	Demonstrate knowledge of the organization and basic concepts of print.
Indicators	
A. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	
B. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.	
C. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.	
D. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.	
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities.
ELA.K.FR.2.1 (LA.K.F.2)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Indicators	
A. Segment and count spoken sentences into words.	
B. Recognize and begin to produce oral rhymes.	
C. Count, produce, and segment spoken words into syllables and identify syllable parts.	
D. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	
E. Delete part of a syllable within a spoken word including compound words (e.g., “Say ‘parsnip.’ Say it again but don’t say ‘par;’ e.g., “Say ‘cowboy.’ Say it again but don’t say ‘cow;”).	
F. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two-and-three phoneme (VC or CVC) words, excluding the CVC words ending with /l/, /r/, or /x/.	
Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
ELA.K.FR.3.1 (LA.K.F.3)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Indicators	
A. Demonstrate basic knowledge of on-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	
B. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.	
C. Decode consonant-vowel-consonant (CVC) words.	
D. Encode consonant-vowel-consonant (CVC) words.	
E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.
ELA.K.FR.4.1 (LA.K.F.4)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

Indicators

A. Recognize upper and lowercase letters automatically and accurately.

B. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.

C. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Kindergarten English Language Arts Standards

Reading Comprehension: Reading and Prose Instructional Considerations:

- Making predictions and drawing conclusions, known as forward inferencing, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.K.RP.1.1	With prompting and support, determine and discuss the relationship between an author’s work and the tenets of the Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.K.RP.2.1 (LA.K.RP.1)	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
ELA.K.RP.2.2 (LA.K.RP.2)	With prompting and support, identify main character(s), setting, and important events in a literary text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.K.RP.3.1 (LA.K.RP.3)	With prompting and support, define the role of author and illustrator in a literary text.
ELA.K.RP.3.2 (LA.K.RP.4)	With prompting and support, identify the basic characteristics of literary text.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.K.RP.4.1 (LA.K.RP.5)	With prompting and support, compare and contrast the experiences of characters in familiar stories.
ELA.K.RP.4.2 (LA.K.RP.6)	With prompting and support, ask and answer questions about key details in a literary text.
ELA.K.RP.4.3 (LA.K.RP.7)	With prompting and support, make connections between own experiences and other cultures in literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.
ELA.K.RP.5.1 (LA.K.RP.8)	Actively engage in group reading activities with purpose and understanding within literary text.

Kindergarten English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A text’s topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, “zoo animals.”
- Making predictions and drawing conclusions, known as forward inferencing, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students may explain orally statements of fact or opinion either in response to questions or while engaging in discussion of text.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.K.RI.1.1	With prompting and support, determine and discuss the relationship between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
ELA.K.RI.2.1 (LA.K.RI.1)	With prompting and support, identify the main topic and key details in an informational text.
ELA.K.RI.2.2 (LA.K.RI.2)	With prompting and support, identify key individuals, events, or pieces of information in an informational text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
ELA.K.RI.3.1 (LA.K.RI.3)	With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.
ELA.K.RI.3.2 (LA.K.RI.4)	With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.
ELA.K.RI.4.1 (LA.K.RI.5)	With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
ELA.K.RI.4.2 (LA.K.RI.6)	With prompting and support, explain the difference between facts and opinions about a topic.
ELA.K.RI.4.3 (LA.K.RI.7)	With prompting and support, make connections between own experiences and other cultures in informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.
ELA.K.RI.5.1 (LA.K.RI.8)	Actively engage in group reading activities with purpose and understanding within in informational text.

Kindergarten English Language Arts Standards

Vocabulary Instructional Considerations:

- Academic vocabulary refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.K.V.1.1 (LA.K.V.1)	Recognize and use conversational and grade-level academic vocabulary.
Indicators	
A. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	
B. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	
C. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.K.V.2.1 (LA.K.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	

B. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.

C. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.

D. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Kindergarten English Language Arts Standards Foundations of Writing and Writing Instructional Considerations:

- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12)), Informative/Explanatory, and Research.**
- Narrative forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- Opinion, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- Informative/explanatory forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- At this grade level, written pieces may be a combination of words, pictures, and dictated text.
- At this grade level, some personal opinion may be included in informational pieces.
- The improvement of writing refers to the editing of both drawing and writing.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Foundations of Writing (FW)	
Essential Standard 1	Foundations of Writing: Apply handwriting skills to communicate ideas and information.
ELA.K.FW.1.1 (LA.K.FW.1)	Demonstrate basic handwriting skills.
Indicators	
A. Identify and match upper and lowercase manuscript letters.	
B. <i>Print all upper and lowercase manuscript letters using reference materials and classroom resources.</i>	
C. Write left to right and use appropriate spacing between letters and words.	
ELA.K.FW.1.2 (LA.K.FW.2)	Demonstrate sound-letter concepts when writing.
Indicators	
A. Segment phonemes orally in single-syllable words.	
B. Demonstrate understanding that syllables are organized around vowel sounds.	
C. <i>Write the common grapheme (letter) for each phoneme.</i>	

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or content.
ELA.K.W.1.1 (LA.K.W.1)	With prompting and support, form and use complete simple sentences in shared language activities.
Indicators	
A. Capitalize the first word in a sentence and the pronoun I.	
B. Recognize and name end punctuation.	
C. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	
D. Form regular plural nouns by adding /s/ or /es/.	
E. Use interrogatives to ask questions.	
F. Use subject-verb agreement in simple sentences.	
ELA.K.W.1.2 (LA.K.W.2)	With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.
Indicators	
A. Use prewriting activities and resources to generate ideas.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Use feedback from others to improve writing and/or add details.	
D. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	
E. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.K.W.2.1 (LA.K.W.3)	With prompting and support, narrate personal or fictional events in a sequential order which can include developing relationships and meaning between characters, nature, and God using a combination of drawing, dictating, and/or writing.
ELA.K.W.2.2 (LA.K.W.4)	With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.
ELA.K.W.2.3 (LA.K.W.5)	With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.
ELA.K.W.2.4 (LA.K.W.6)	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

Kindergarten English Language Arts Standards Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or other supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.K.SL.1.1 (LA.K.SL.1)	With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.
Indicators	
A. Ask pertinent questions to acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	
E. Complete a task following one/two-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.K.SL.2.1 (LA.K.SL.2)	With prompting and support, describe familiar people, places, things, and events, and provide additional detail.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	
B. Convey a personal perspective with clear reasons (e.g., <i>proclaim our Catholic faith, promote the greater good</i>).	
C. With prompting and support explain the purpose of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	

E. With prompting and support use appropriate visual and/or digital tools to support verbal communication.

1st Grade English Language Arts Standards

Foundations of Reading Instructional Considerations:

- Phonological awareness refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print
ELA.1.FR.1.1 (LA.1.F.1)	Demonstrate knowledge of the organization and basic concepts of print.
Indicators	
<i>A. Recognize the distinguishing features of a sentence (e.g., capital letter at beginning of sentence, punctuation at the end of sentence, conveys a complete thought).</i>	
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities.
ELA.1.FR.2.1 (LA.1.F.2)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Indicators	
A. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.	
B. Delete initial and final phonemes in words.	

C. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.

D. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words), (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).

Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
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ELA.1.FR.3.1 (LA.1.F.3)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
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Indicators

A. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.

B. Decode and encode simple words with r-controlled vowels.

C. Decode and encode regularly spelled one-syllable words.

D. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.

E. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.

F. Decode and encode words with inflectional endings.

G. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

H. Recognize and read grade-appropriate, irregularly spelled words.

Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.
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ELA.1.FR.4.1 (LA..F.4)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
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Indicators

A. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.

B. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

1st Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- Making predictions and drawing conclusions, known as forward inferencing, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.1.RP.1.1	With prompting and support, determine and discuss the relationship between an author’s work and the tenets of the Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.1.RP.2.1 (LA.1.RP.1)	Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.
ELA.1.RP.2.2 (LA.1.RP.2)	Identify the main character(s), setting, and important events, drawing on key details in a literary text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.
ELA.1.RP.3.1 (LA.1.RP.3)	Explain the difference between the roles of author and narrator or speaker in a literary text.
ELA.1.RP.3.2 (LA.1.RP.4)	Identify the basic characteristics of literary text, drawing on a wide range of text types.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary texts.
ELA.1.RP.4.1 (LA.1.RP.5)	Compare and contrast the experiences of characters in familiar stories.
ELA.1.RP.4.2 (LA.1.RP.6)	Ask and answer questions about key details in a literary text.
ELA.1.RP.4.3 (LA.1.RP.7)	Make connections between own experiences and other cultures in literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary texts independently and proficiently.
ELA.1.RP.5.1 (LA.1.RP.8)	With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

1st Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A text’s topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, “zoo animals.”
- Making predictions and drawing conclusions, known as forward inferencing, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.1.RI.1.1	With prompting and support, determine and discuss the relationship between an author’s work and the tenets of the Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
ELA.1.RI.2.1 (LA.1.RI.1)	Identify the main topic and key details in an informational text.
ELA.1.RI.2.2 (LA.1.RI.2)	Identify key individuals, events, or pieces of information in an informational text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
ELA.1.RI.3.1 (LA.1.RI.3)	Define the role of the author and illustrator in presenting the ideas or information in a text.
ELA.1.RI.3.2 (LA.1.RI.4)	Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.
ELA.1.RI.4.1 (LA.1.RI.5)	Identify basic similarities and differences between two informational texts on the same topic.
ELA.1.RI.4.2 (LA.1.RI.6)	Identify an author’s opinion(s) about a text.
ELA.1.RI.4.3 (LA.1.RI.7)	Make connections between own experiences and other cultures in informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational texts independently and proficiently.
ELA.1.RI.5.1 (LA.1.RI.8)	With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.

1st Grade English Language Arts Standards

Vocabulary Instructional Considerations:

- Academic vocabulary refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.1.V.1.1 (<i>LA.1.V.1</i>)	Build and use a range of conversational and grade level academic vocabulary.
Indicators	
A. Use sentence-level context clues to determine the meaning of a word or phrase.	
B. Use commonly occurring affixes to determine the meaning of unknown words.	
C. Identify commonly occurring root words and their inflectional forms.	
D. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.1.V.2.1 (<i>LA.1.V.2</i>)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	

B. Define words by their category and simple attributes (e.g., a duck is a bird that swims).

C. Ask and answer questions about key words and phrases to determine their meaning.

D. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).

1st Grade English Language Arts Standards

Foundations of Writing and Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Foundations of Writing (FW)	
Essential Standard 1	Foundations of Writing: Apply handwriting skills to communicate ideas and information.
ELA.1.FW.1.1 (LA.1.FW.1)	Demonstrate and apply handwriting skills.
Indicators	
A. Print all upper and lowercase manuscript letters using correct formation.	
B. Use appropriate spacing between letters and words.	
ELA.1.FW.1.2 (LA.1.FW.2)	Demonstrate sound-letter concepts when writing.
Indicators	
A. Segment phonemes in two-and three-phoneme syllables.	
B. Write the common grapheme (letter or letter group) for each phoneme.	
C. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.	

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.1.W.1.1 (LA.1.W.1)	Write and expand grammatically correct simple sentences and paragraphs.
Indicators	
A. Capitalize proper nouns (e.g., days of the week, names of people).	
B. Use end punctuation, commas in dates, and commas to separate single words in a series.	
C. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	
D. Form and use regular and frequently occurring irregular plural nouns.	
E. Use subject-verb agreement in simple and compound sentences.	
ELA.1.W.1.2 (LA.1.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Use prewriting activities and resources to generate and organize ideas.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Use feedback from others to improve writing and/or add details.	
D. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	
E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.1.W.2.1 (LA.1.W.3)	With prompting and support, write personal or fictional narratives that retell two or more appropriately sequenced events which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Include some relevant details.	
B. Use time order words to signal sequence of events.	
C. Provide a sense of closure.	
ELA.1.W.2.2 (LA.1.W.4)	With prompting and support, express an opinion about a topic or text and provide a supporting reason.

Indicators	
A. Introduce a topic or text.	
B. State an opinion and provide a reason to support the opinion.	
C. Provide a sense of closure.	
ELA.1.W.2.3 (LA.1.W.5)	With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.
Indicators	
A. Introduce a topic.	
B. Develop a topic using supporting facts and details.	
C. Use words and phrases related to the topic.	
D. Provide a sense of closure.	
ELA.1.W.2.4 (LA.1.W.6)	With prompting and support, identify information from provided sources to answer a question.
Indicators	
A. Retell or recall information from provided sources.	
B. Use provided print and/or digital tools to gather information and ideas to answer questions.	
C. Sort evidence and information into categories.	
<i>D. Use provided print and/or digital tools to gather information and ideas and to answer questions.</i>	
E. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	

1st Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or other supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.1.SL.1.1 (LA.1.SL.1)	Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.
Indicators	
A. Ask pertinent questions to acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	
E. Complete a task following one/two-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.1.SL.2.1 (LA.1.SL.2)	Tell a story or recount experiences with appropriate facts and pertinent descriptive details.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.	
B. Convey a personal perspective with clear reasons (e.g., in order to proclaim our Catholic faith, promote the greater good).	
C. Explain the purpose of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	

E. Use appropriate visual and/or digital tools to support verbal communication.

2nd Grade English Language Arts Standards

Foundations of Reading Instructional Considerations:

- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print
ELA.2.FR.1.1 (LA.2.F.1)	Demonstrate knowledge of the organization and basic concepts of print.
Indicators	
A. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities.
ELA.2.FR.2.1 (LA.2.F.2)	Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).
Indicators	
A. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.	
B. Substitute sounds in words with five or more phonemes.	

C. Delete initial and final phonemes in words including words with blends.	
Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
ELA.2.FR.3.1 (LA.2.F.3)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Indicators	
A. Decode words with variable vowel teams and vowel diphthongs.	
B. Decode regularly spelled two-syllable words with long vowels.	
C. Decode words with open and closed syllables and consonant -le.	
D. Decode words with common Anglo roots and suffixes.	
E. Decode words with silent letter combinations.	
Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.
ELA.2.FR.4.1 (LA.2.F.4)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
Indicators	
A. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	
B. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	

2nd Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using text evidence is a necessary step.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.2.RP.1.1	With prompting and support determine and discuss the relationships between an author’s work and the tenets of the Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
ELA.2.RP.2.1 (LA.2RP.1)	Recount narratives and determine their central message, lesson, or moral.
ELA.2.RP.2.2 LA.2.RP.2)	Describe characters and how they interact with one another.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.2.RP.3.1 (LA.2.RP.3)	Determine and explain who is telling a story within and across literary texts.
ELA.2.RP.3.2 (LA.2.RP.4)	Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.2.RP.4.1 (LA.2.RP.5)	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.
ELA.2.RP.4.2 (LA.2.RP.6)	Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.
ELA.2.RP.4.3 (LA.2.RP.7)	Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.2.RP.5.1 (LA.2.RP.8)	With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

2nd Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.2.RI.1.1	With prompting and support determine and discuss the relationships between an author’s work and the tenets of the Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.2.RI.2.1 (LA.2.RI.1)	Identify the main topic and key details in a multi-paragraph informational text.
ELA.2.RI.2.2 (LA.2.RI.2)	Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.2.RI.3.1 (LA.2.RI.3)	Determine and explain the author’s purpose in an informational text, including what the author wants to answer, explain, or describe.
ELA.2.RI.3.2 (LA.2.RI.4)	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.2.RI.4.1 (LA.2.RI.5)	Compare and contrast the two most important ideas presented by two informational texts on the same topic.
ELA.2.RI.4.2 (LA.2.RI.6)	Explain an author’s opinion(s) and supporting evidence from the text.
ELA.2.RI.4.3 (LA.2.RI.7)	Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.2.RI.5.1 (LA.2.RI.8)	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

2nd Grade English Language Arts Standards

Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.2.V.1.1 (LA.2.V.1)	Recognize and use conversational and grade-level academic vocabulary.
Indicators	
A. Use sentence-level context clues to determine the meaning of a word or phrase.	
B. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	
C. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	
D. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	
E. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.2.V.2.1 (LA.2.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	

A. Ask and answer questions about key words and phrases to determine their meaning.

B. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).

2nd Grade English Language Arts Standards

Foundations of Writing and Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information and practicing digital citizenship.

Foundations of Writing (FW)	
Essential Standard 1	Foundations of Writing: Apply handwriting skills to communicate ideas and information.
ELA.2.FW.1.1 (LA.2.FW.1)	Demonstrate and apply handwriting skills.
Indicators	
A. Write legibly using correct formation of letters with automaticity and proper spacing between words.	
ELA.2.FW.1.2 (LA.2.FW.2)	Demonstrate sound-letter concepts when writing.
Indicators	
A. Write common graphemes (letters or letter groups) for each phoneme.	
Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.2.W.1.1 (LA.2.W.1)	Write and expand grammatically correct sentences (e.g., declarative, imperative, interrogative, exclamatory) and paragraphs.

Indicators	
A. Capitalize proper nouns (e.g., holidays, countries, product names).	
B. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	
C. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	
D. Maintain consistent verb tense across sentences or paragraphs.	
ELA.2.W.1.2 (LA.2.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Use prewriting activities and resources to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	
D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	
E. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	
F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.2.W.2.1 (LA.2.W.3)	Write personal or fictional narratives that retell two or more appropriately sequenced events which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Include relevant details about characters and settings.	
B. Use time order words to signal a sequence of events.	
C. Provide a sense of closure.	
ELA.2.W.2.2 (LA.2.W.4)	Express an opinion and provide supporting reasons.
Indicators	
A. Introduce a topic or text.	
B. State an opinion and provide reasons to support the opinion.	

C. Provide a concluding statement or section.	
ELA.2.W.2.3 (LA.2.W.5)	Write informative/explanatory pieces about a topic or text with supporting facts and details.
Indicators	
A. Introduce a topic or text.	
B. Develop a topic with facts, details, and definitions.	
C. Use words and phrases related to the topic.	
D. Provide a concluding statement or section.	
ELA.2.W.2.4 (LA.2.W.6)	Locate information from provided sources to answer questions about a topic.
Indicators	
A. Retell information from provided sources to support ideas while avoiding plagiarism.	
B. Identify print and digital tools to gather information and ideas and answer questions.	
C. Sort evidence and information into categories.	
D. Demonstrate academic integrity by referencing sources in writing and speaking.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

2nd Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or other supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.2.SL.1.1 (LA.2.SL.1)	Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.
Indicators	
A. Ask pertinent questions to acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.2.SL.2.1 (LA.2.SL.2)	Tell a story or recount an experience with appropriate facts and pertinent descriptive details.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.	
B. Convey a personal perspective with clear reasons (e.g., <i>proclaim our Catholic faith, promote the greater good</i>).	
C. Explain the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	

E. Use appropriate visual and/or digital tools to support verbal communication.

3rd Grade English Language Arts Standards

Foundations of Reading Instructional Considerations:

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
ELA.3.FR.3.1 (LA.3.F.3)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Indicators	
A. Decode words with common Latin suffixes.	
B. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	
C. Decode multisyllabic words.	

Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.
ELA.3.FR.4.1 (LA.3.F.4)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.
Indicators	
A. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	
B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	
C. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	

3rd Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Point of view* refers to the vantage point from which a narrative is told.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.3.RP.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.3.RP.2.1 (LA.3.RP.1)	Identify the central message or lesson in a literary text and explain how key details support that idea.
ELA.3.RP.2.2 (LA.3.RP.2)	Explain how characters respond to major events and challenges in a literary text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.3.RP.3.1 (LA.3.RP.3)	Determine and explain the point of view in a literary text.
ELA.3.RP.3.2 (LA.3.RP.4)	Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.3.RP.4.1 (LA.3.RP.5)	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).
ELA.3.RP.4.2 (LA.3.RP.6)	Explain what the text says explicitly and draw inferences when asking and answering questions.
ELA.3.RP.4.3 (LA.3.RP.7)	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.3.RP.5.1 (LA.3.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.

3rd Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.3.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.3.RI.2.1 (LA.3.RI.1)	Identify the central idea and explain how key details support that idea.
ELA.3.RI.2.2 (LA.3.RI.2)	Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.3.RI.3.1 (LA.3.RI.3)	Determine and explain the author’s purpose in an informational text.
ELA.3.RI.3.2 (LA.3.RI.4)	Identify how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other) contribute to meaning.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.3.RI.4.1 (LA.3.RI.5)	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
ELA.3.RI.4.2 (LA.3.RI.6)	Identify an author’s claim(s) and explain how the author supports the claim(s) in the text.
ELA.3.RI.4.3 (LA.3.RI.7)	Compare and contrast topics and/or patterns of events in a range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.3.RI.5.1 (LA.3.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

3rd Grade English Language Arts Standards Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.3.V.1.1 (LA.3.V.1)	Acquire and use grade-level academic vocabulary appropriately.
Indicators	
A. Use sentence-level context clues to determine the meaning of a word or phrase.	
B. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	
C. Use known root words to determine the meaning of unknown words (e.g., company, companion).	
D. Determine the meanings of key words and phrases using reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.3.V.2.1 (LA.3.V.2)	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).

3rd Grade English Language Arts Standards Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating, and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.3.W.1.1 (LA.3.W.1)	Write paragraphs using a variety of sentence types.
Indicators	
A. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	
B. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.	
C. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	
D. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	
E. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	
F. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	
G. Use frequently occurring prepositions and prepositional phrases.	

ELA.3.W.1.2 (LA.3.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Use prewriting activities and resources to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	
D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	
E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	
F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.3.W.2.1 (LA.3.W.3)	Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).	
B. Include descriptive details about characters, events, or settings.	
C. Use words and phrases to signal a sequence of events.	
D. Provide a closure related to the creative or expressive event or experience.	
ELA.3.W.2.2 (LA.3.W.4)	Write opinion pieces with supporting reasons and/or evidence.
Indicators	
A. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.	
B. Use linking words and phrases to connect opinions and reasons.	
C. Provide a concluding statement or section related to the opinion.	
ELA.3.W.2.3 (LA.3.W.5)	Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Indicators	
A. Introduce a topic and group related information together, including illustrations when useful to provide clarity.	

B. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	
C. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	
D. Provide a concluding statement or section related to the topic.	
ELA.3.W.2.4 (LA.3.W.6)	Locate evidence from literary and/or informational text sources to answer questions about a topic.
Indicators	
A. Paraphrase information from sources to support ideas while avoiding plagiarism.	
B. Identify print and digital tools to gather information and ideas to answer questions.	
C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

3rd Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.3.SL.1.1 (LA.3.SL.1)	Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas and acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.3.SL.2.1 (LA.3.SL.2)	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.	
B. <i>Convey a perspective with clear reasoning and support (e.g., proclaim our Catholic faith, promote the greater good).</i>	
C. Identify the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	

E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

4th Grade English Language Arts Standards

Foundations of Reading Instructional Considerations:

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
ELA.4.FR.3.1 (LA.4.F.1)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Indicators	
A. Decode words with common Latin derived words.	
B. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	
Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.

ELA.4.FR.4.1 (LA.4.F.2)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.
Indicators	
A. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	
B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	

4th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.4.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.4.RP.2.1 (LA.4.RP.1)	Determine a theme in a literary text and how it is conveyed through key details.
ELA.4.RP.2.2 (LA.4.RP.2)	Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.4.RP.3.1 (LA.4.RP.3)	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
ELA.4.RP.3.2 (LA.4.RP.4)	Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.4.RP.4.1 (LA.4.RP.5)	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
ELA.4.RP.4.2 (LA.4.RP.6)	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
ELA43.RP.4.3 (LA.4.RP.7)	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.4.RP.5.1 (LA.4.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

4th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Student should be made aware that authors sometimes use different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.4.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.4.RI.2.1 (LA.4.RI.1)	Determine the central idea of an informational text and how it is conveyed through key details.
ELA.4.RI.2.2 (LA.4.RI.2)	Analyze an individual, event, scientific idea or concept, or steps in a process.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.4.RI.3.1 (LA.4.RI.3)	Compare and contrast authors’ perspectives in multiple informational texts of the same topic.
ELA.4.RI.3.2 (LA.4.RI.4)	Describe the overall structure of an informational text and how it contributes to meaning.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.4.RI.4.1 (LA.4.RI.5)	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
ELA.4.RI.4.2 (LA.4.RI.6)	Identify an author’s claim(s) and explain how the author supports the claim in the text.
ELA.4.RI.4.3 (LA.4.RI.7)	Explain an author or speaker’s treatment of similar topics and/or patterns of events in a wide range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.4.RI.5.1 (LA.4.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

4th Grade English Language Arts Standards

Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.4.V.1.1 (LA.4.V.1)	Acquire and use grade-level academic vocabulary appropriately.
Indicators	
A. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	
B. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	
C. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.4.V.2.1 (LA.4.V.2)	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	
B. Recognize and explain the meaning of commonly occurring idioms and adages.	

C. Use knowledge of words by relating them to their antonyms and synonyms.

4th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information and practicing digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.4.W.1.1 (LA.4.W.1)	Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
Indicators	
A. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	
B. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	
C. Identify and use simple appositive phrases.	
D. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	
E. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	
F. Identify and revise fragment and run-on sentences in speaking and writing.	
ELA.4.W.1.2 (LA.4.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

Indicators

- A. Use prewriting activities and resources to plan, organize, and draft writing.
- B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Essential Standard 2

Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.

ELA.4.W.2.1 (LA.4.W.3)

Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.

Indicators

- A. Establish a situation and introduce a narrator and/or character(s).
- B. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
- C. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
- D. Provide a conclusion related to the creative or expressive event or experience.

ELA.4.W.2.2 (LA.4.W.4)

Write opinion pieces that explain a perspective with supporting reasons and/or evidence.

Indicators

- A. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
- B. Use facts and details to support reasons and/or evidence.
- C. *Use transition words and phrases to connect ideas.*
- D. Provide a concluding statement or section related to the opinion.

ELA.4.W.2.3 (LA.4.W.5)

Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

Indicators

- A. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.

B. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	
C. <i>Use transition words and phrases and key vocabulary to connect ideas and categories of information.</i>	
D. Provide a concluding statement or section related to the information or explanation(s)	
ELA.4.W.2.4 (LA.4.W.6)	Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.
Indicators	
A. Paraphrase information and evidence to support ideas while avoiding plagiarism.	
B. Identify print and digital tools to gather information and evidence.	
C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

4th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.4.SL.1.1 (LA.4.SL.1)	Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.4.SL.2.1 (LA.4.SL.2)	Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.	
B. Convey a perspective with clear reasoning and support (e.g., proclaim our Catholic faith and promote the greater good).	
C. Identify the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	

5th Grade English Language Arts Standards

Foundations of Reading Instructional Considerations:

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

Foundation of Reading (FR)	
Essential Standard 1	Concepts of Print: Demonstrate knowledge of the organization and basic concepts of print. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 2	Phonological Awareness: Demonstrate phonological awareness through oral activities. <i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
Essential Standard 3	Phonics and Word Analysis: Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
ELA.5.FR.3.1 (LA.5.F.3)	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Indicators	
A. Decode words with common Greek derived words.	
B. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	
Essential Standard 4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension.

ELA.5.FR.4.1 (LA.5.F.2)	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.
Indicators	
A. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.	
B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	

5th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.5.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.5.RP.2.1 (LA.5.RP.1)	Explain the theme in a literary text and how it is conveyed through key details.
ELA.5.RP.2.2 (LA.5.RP.2)	Compare and contrast two or more characters, settings, or events in a literary text or texts.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.5.RP.3.1 (LA.5.RP.3)	Describe how a narrator or speaker's point of view influences the meaning of a literary text.
ELA.5.RP.3.2 (LA.5.RP.4)	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.5.RP.4.1 (LA.5.RP.5)	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
ELA.5.RP.4.2 (LA.5.RP.6)	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
ELA.5.RP.4.3 (LA.5.RP.7)	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.5.RP.5.1 (LA.5.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

5th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.5.RI.1.1	Determine and discuss the relationships between and author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.5.RI.2.1 (LA.5.RI.1)	Explain the central idea in an informational text and how it is conveyed through key details.
ELA.5.RI.2.2 (LA.5.RI.2)	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.5.RI.3.1 (LA.5.RI.3)	Determine the author’s purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
ELA.5.RI.3.2 (LA.5.RI.4)	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.5.RI.4.1 (LA.5.RI.5)	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
ELA.5.RI.4.2 (LA.5.RI.6)	Analyze the development of an author’s claim(s) and how supporting evidence is used to support the claim(s).
ELA.5.RI.4.3 (LA.5.RI.7)	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.5.RI.5.1 (LA.5.RI.8)	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.

5th Grade English Language Arts Standards Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.5.V.1.1 (LA.5.V.1)	Acquire and use grade-level academic vocabulary appropriately.
Indicators	
A. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.	
B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	
C. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.5.V.2.1 (LA.5.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figurative language, including similes and metaphors, in context.	
B. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	

C. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.5.W.1.1 (LA.5.W.1)	Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicators	
A. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	
B. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.	
C. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.	
D. Distinguish between and use types of adjectives (e.g., comparative, superlative).	
E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	
ELA.5.W.1.2 (LA.5.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	

A. Use prewriting activities and resources to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	
D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	
E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	
F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.5.W.2.1 (<i>LA.5.W.3</i>)	Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Establish a situation and introduce a narrator and/or characters.	
B. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.	
C. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	
D. Provide a conclusion related to the creative or expressive event or experience.	
ELA.5.W.2.2 (<i>LA.5.W.4</i>)	Write opinion pieces that explain a perspective with supporting reasons and evidence.
Indicators	
A. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.	
B. Use facts and details to support reasons and/or evidence.	
C. Use words, phrases, and key vocabulary to connect ideas.	
D. Provide a concluding statement or section related to the perspective.	
ELA.5.W.2.3 (<i>LA.5.W.5</i>)	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicators	
A. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	
B. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	

C. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	
D. Provide a concluding statement or section related to the information or explanation(s).	
ELA.5.W.2.4 (LA.5.W.6)	Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.
Indicators	
A. Paraphrase information and evidence to support ideas while avoiding plagiarism.	
B. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	
C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

5th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.5.SL.1.1 (LA.5.SL.1)	Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.5.SL.2.1 (LA.5.SL.2)	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.
Indicators	
A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.	
B. Convey a perspective with clear reasoning and support (e.g., proclaim our Catholic faith and promote the greater good).	
C. Identify the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	

6th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.6.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.6.RP.2.1 (LA.6.RP.1)	Determine the implied or explicit theme of a literary text and how it develops over the course of a text.
ELA.6.RP.2.2 (LA.6.RP.2)	Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.6.RP.3.1 (LA.6.RP.3)	Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.
ELA.6.RP.3.2 (LA.6.RP.4)	Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.6.RP.4.1 (LA.6.RP.5)	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.
ELA.6.RP.4.2 (LA.6.RP.6)	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
ELA.6.RP.4.3 (LA.6.RP.7)	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.6.RP.5.1 (LA.6.RP.8)	Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

6th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.6.R.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.6.RI.2.1 (LA.6.RI.1)	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
ELA.6.RI.2.2 (LA.6.RI.2)	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.6.RI.3.1 (LA.6.RI.3)	Explain how an author establishes and conveys a perspective or purpose in an informational text.
ELA.6.RI.3.2 (LA.6.RI.4)	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.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.6.RI.4.1 (LA.6.RI.5)	Compare and contrast one author’s presentation of information with that of another.
ELA.6.RI.4.2 (LA.6.RI.6)	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
ELA.6.RI.4.3 (LA.6.RI.7)	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.6.RI.5.1 (LA.6.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

6th Grade English Language Arts Standards Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.6.V.1.1 (LA.6.V.1)	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicators	
A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	
B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	
C. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.6.V.2.1 (LA.6.V.2)	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	
B. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	

C. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

6th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, pro-life essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, religion reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integration of information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.6.W.1.1 (LA.6.W.1)	Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicators	
A. Apply knowledge of rules for capitalization.	
B. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.	
C. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.	
D. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.	
E. Identify and use verb tenses (e.g., progressive).	
F. Distinguish between and use different types of phrases (e.g., prepositional and appositive).	

G. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	
ELA.6.W.1.2 (LA.6.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Use prewriting activities and inquiry tools to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	
D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	
E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.6.W.2.1 (LA.6.W.3)	Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.	
B. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.	
C. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	
D. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.	
E. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	
ELA.6.W.2.2 (LA.6.W.4)	Write arguments that explain a perspective with supporting reasons and evidence.
Indicators	
A. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.	
B. Use relevant evidence from two or more credible sources.	
C. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.	
D. Provide a concluding statement or section that follows from the argument presented.	
ELA.6.W.2.3 (LA.6.W.5)	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

Indicators	
A.	Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
B.	Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
C.	Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
D.	Provide a concluding statement or section that follows from the information or explanation(s).
ELA.6.W.2.4 (LA.6.W.6)	Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.
Indicators	
A.	Paraphrase and quote evidence to support ideas while avoiding plagiarism.
B.	Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
C.	Select and use appropriate note-taking formats to collect and organize information.
D.	Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
E.	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

6th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.6.SL.1.1 (LA.6.SL.1)	Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.6.SL.2.1 (LA.6.SL.2)	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.
Indicators	
A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.	
B. Convey a perspective with clear reasoning and valid evidence (e.g., proclaim our Catholic faith and promote the greater good).	
C. Analyze the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).	

E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

7th Grade English Language Arts Standards

7th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.7.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.7.RP.2.1 (LA.7.RP.1)	Determine two or more implied or explicit themes in a literary text and how they are supported with key details.
ELA.7.RP.2.2 (LA.7.RP.2)	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.7.RP.3.1 (LA.7.RP.3)	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.
ELA.7.RP.3.2 (LA.7.RP.4)	Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.7.RP.4.1 (LA.7.RP.5)	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
ELA.7.RP.4.2 (LA.7.RP.6)	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
ELA.7.RP.4.3 (LA.7.RP.7)	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.7.RP.5.1 (LA.7.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

7th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.7.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.7.RI.2.1 (LA.7.RI.1)	Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
ELA.7.RI.2.2 (LA.7.RI.2)	Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.7.RI.3.1 (LA.7.RI.3)	Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
ELA.7.RI.3.2 (LA.7.RI.4)	Analyze how the major sections of text contribute to the development of ideas in an informational text.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.7.RI.4.1	Analyze how the major sections of text contribute to the development of ideas in an informational text.
ELA.7.RI.4.2 (LA.7.RI.6)	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
ELA.7.RI.4.3 (LA.7.RI.7)	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.7.RI.5.1 (LA.7.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

**7th Grade English Language Arts Standards
Vocabulary Instructional Considerations:**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.7.V.1.1 (LA.7.V.1)	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicators	
A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	
B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	
C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.7.V.2.1 (LA.7.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	
B. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	

C. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

7th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, pro-life essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, religion reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of media, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.7.W.1.1 (LA.7.W.1)	Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicators	
A. Apply knowledge of rules for capitalization.	
B. Use a comma to separate coordinate adjectives.	
C. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).	
D. Use a variety of prepositional and appositive phrases in sentences and paragraphs.	
E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	
ELA.7.W.1.2 (LA.7.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

Indicators

- A. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Essential Standard 2

Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.

ELA.7.W.2.1 (LA.7.W.3)

Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.

Indicators

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
- B. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- C. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.
- D. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
- E. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

ELA.7.W.2.2 (LA.7.W.4)

Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

Indicators

- A. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- B. Explain and cite relevant evidence from multiple credible sources.
- C. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
- D. Provide a concluding statement or section that follows from and supports the argument(s) presented.

ELA.7.W.2.3 (LA.7.W.5)

Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

Indicators

- A. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.

B. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.	
C. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts	
D. Provide a concluding statement or section that follows from the information or explanation(s).	
ELA.7.W.2.4 (LA.7.W.6)	Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.
Indicators	
A. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	
B. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	
C. Select and use appropriate note-taking formats to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

7th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.7.SL.1.1 (LA.7.SL.1)	Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	
E. Complete a task following multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.7.SL.2.1 (LA.7.SL.2)	Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.
Indicators	
A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.	
B. Convey a perspective with clear reasoning and valid evidence (e.g., proclaim our Catholic faith and promote the greater good).	
C. Analyze the purpose and credibility of information being presented.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	

8th Grade English Language Arts Standards

8th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.8.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.8.RP.2.1 (LA.8.RP.1)	Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.
ELA.8.RP.2.2 (LA.8.RP.2)	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.8.RP.3.1 (LA.8.RP.3)	Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.
ELA.8.RP.3.2 (LA.8.RP.4)	Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.8.RP.4.1 (LA.8.RP.5)	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
ELA.8.RP.4.2 (LA.8.RP.6)	Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
ELA.8.RP.4.3 (LA.8RP.7)	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.8.RP.5.1 (LA.8.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

8th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.8.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.8.RI.2.1 (LA.8.RI.1)	Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.
ELA.8.RI.2.2 (LA.8.RI.2)	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.8.RI.3.1 (LA.8.RI.3)	Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
ELA.8.RI.3.2 (LA.8.RI.4)	Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.8.RI.4.1 (LA.8.RI.5)	Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
ELA.8.RI.4.2 (LA.8.RI.6)	Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
ELA.8.RI.4.3 (LA.8.RI.7)	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.8.RI.5.1 (LA.8.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

8th Grade English Language Arts Standards Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.8.V.1.1 (LA.8.V.1)	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicators	
A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	
B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).	
C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.8.V.2.1 (LA.8.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figures of speech (e.g., verbal irony, puns) in context.	
B. Determine the relationship between particular words to better understand each of the words.	

C. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

8th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, pro-life essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, religion reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research Methods include: integration of information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information and digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.8.W.1.1 (LA.8.W.1)	Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicators	
A. Apply knowledge of rules for capitalization.	
B. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.	
C. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).	
D. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).	
E. Use appropriate parallel structure in words, phrases, and clauses.	
F. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.	

ELA.8.W.1.2 (LA.8.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Identify and use resources and inquiry tools to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	
D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	
E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.8.W.2.1 (LA.8.W.3)	Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.	
B. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.	
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
D. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.	
E. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.	
ELA.8.W.2.2 (LA.8.W.4)	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicators	
A. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.	
B. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.	
C. Explain and cite relevant evidence from multiple credible sources.	
D. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.	
E. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	
F. Provide a conclusion that follows from and supports the argument(s) presented.	

ELA.8.W.2.3 (LA.8.W.5)	Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.
Indicators	
A. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	
C. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.	
D. Provide a concluding statement or section that follows from the information or explanation(s).	
ELA.8.W.2.4 (LA.8.W.6)	Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).
Indicators	
A. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	
B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.	
C. Select and use appropriate note-taking formats to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

8th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences utilizing sentence frames, prompting, and/or supports.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.8.SL.1.1 (LA.8.SL.1)	Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	
E. Complete a task following complex, multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.8.SL.2.1 (LA.8.SL.2)	Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
Indicators	
A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.	
B. Convey a perspective with clear reasoning and valid evidence (e.g., proclaim our Catholic faith and promote the greater good).	
C. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political)	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	

9-10th Grade English Language Arts Standards

9-10th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.9-10.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.9-10.RP.2.1 (LA.10.RP.1)	Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.
ELA.9-10.RP.2.2 (LA.10.RP.2)	Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.9-10.RP.3.1 (LA.10.RP.3)	Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.
ELA.9-10.RP.3.2 (LA.10.RP.4)	Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.9-10.RP.4.1 (LA.10.RP.5)	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).
ELA.9-10.RP.4.2 (LA.10.RP.6)	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
ELA.9-10.RP.4.3 (LA.10.RP.7)	Analyze multiple perspectives within and across a wide range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.9-10.RP.5.1 (LA.10.RP.8)	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

9-10th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.9-10.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic Faith
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.9-10.RI.2.1 (LA.10.RI.1)	Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
ELA.9-10.RI.2.2 (LA.10.RI.2)	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.9-10.RI.3.1 (LA.10.RI.3)	Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
ELA.9-10.RI.3.2 (LA.10.RI.4)	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).
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.9-10.RI.4.1 (LA.10.RI.5)	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
ELA.9-10.RI.4.2 (LA.10.RI.6)	Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
ELA.9-10.RI.4.3 (LA.10.RI.7)	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.9-10.RI.5.1 (LA.10.RI.8)	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

9-10th Grade English Language Arts Standards

Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.9-10.V.1.1 (LA.10.V.1)	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicators	
A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).	
C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.9-10.V.2.1 (LA.10.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.	
B. Analyze nuances in the meanings of words with similar denotations.	

9-10th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integrating information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate notetaking to collect and organize information, and practicing digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.9-10.W.1.1 (LA.10.W.1)	Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.
Indicators	
A. Apply knowledge of rules for capitalization.	
B. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	
C. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	
D. Select and use verbs with appropriate voice and mood.	
E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	
ELA.9-10.W.1.2 (LA.10.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

Indicators	
A. Identify and use resources and inquiry tools to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	
C. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	
D. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	
E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.9-10.W.2.1 (LA.10.W.3)	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
B. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	
E. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	
ELA.9-10.W.2.2 (LA.10.W.4)	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicators	
A. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	
B. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	
C. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	
D. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	
E. Provide a conclusion that follows from and supports the argument(s) presented.	
ELA.9-10.W.2.3 (LA.10.W.5)	Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

Indicators	
	A. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
	B. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
	C. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
	D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
	E. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
ELA.9-10.W.2.4 (LA.10.W.6)	Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).
Indicators	
	A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
	B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
	C. Select and use appropriate note-taking formats to collect and organize information.
	D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>).
	E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

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| Indicators | |
| | A. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. |
| | B. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. |
| | C. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. |
| | D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. |
| | E. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic. |

ELA.9-10.W.2.4
(LA.10.W.6)

Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

Indicators	
	A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
	B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
	C. Select and use appropriate note-taking formats to collect and organize information.
	D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>).
	E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

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| Indicators | |
| | A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. |
| | B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. |
| | C. Select and use appropriate note-taking formats to collect and organize information. |
| | D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>). |
| | E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives). |

9-10th Grade English Language Arts Standards

Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.9-10.SL.1.1 (LA.10.SL.1)	Initiate and participate in structured discussions and collaborations about grade-level topics and texts.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	
E. Complete a task following complex, multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.9-10.SL.2.1 (LA.10.SL.2)	Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.
Indicators	
A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	
B. Convey a perspective with clear reasoning and valid evidence (e.g., proclaim our Catholic faith and promote the greater good).	
C. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	

11-12th Grade English Language Arts Standards

11-12th Grade English Language Arts Standards

Reading Comprehension: Reading Prose and Poetry Instructional Considerations:

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

Reading Comprehension: Reading Prose and Poetry (RP)	
Essential Standard 1	Catholicism in Prose and Poetry
ELA.11-12.RP.1.1	Determine and discuss the relationships between an author's work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
ELA.11-12.RP.2.1 (LA.12.RP.1)	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.
ELA.11-12.RP.2.2 (LA.12.RP.2)	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.
Essential Standard 3	Author's Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
ELA.11-12.RP.3.1 (LA.12.RP.3)	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
ELA.11-12.RP.3.2 (LA.12.RP.4)	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
ELA.11-12.RP.4.1 (LA.12.RP.5)	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
ELA.11-12.RP.4.2 (LA.12.RP.6)	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
ELA.11-12.RP.4.3 (LA.12.RP.7)	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level literary text independently and proficiently.
ELA.11-12.RP.5.1 (LA.12.RP.8)	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

11-12th Grade English Language Arts Standards

Reading Comprehension: Reading Informational Text Instructional Considerations:

- A *claim* refers to an author’s primary argument and is supported by textual evidence.
- *Author’s craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author’s attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

Reading Comprehension: Reading Informational Text (RI)	
Essential Standard 1	Catholicism in Informational Text
ELA.11-12.RI.1.1	Determine and discuss the relationships between an author’s work and the tenets of Catholic faith.
Essential Standard 2	Central Ideas and Details: Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
ELA.11-12.RI.2.1 (LA.12.RI.1)	Evaluate the development of central ideas over the course of an informational text or texts.
ELA.11-12.RI.2.2 (LA.12.RI.2)	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
Essential Standard 3	Author’s Craft: Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
ELA.11-12.RI.3.1 (LA.12.RI.3)	Evaluate an author’s perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
ELA.11-12.RI.3.2 (LA.12.RI.4)	Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
Essential Standard 4	Knowledge and Ideas: Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
ELA.11-12.RI.4.1 (LA.12.RI.5)	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
ELA.11-12.RI.4.2 (LA.12.RI.6)	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
ELA.11-12.RI.4.3 (LA.12.RI.7)	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
Essential Standard 5	Range of Reading and Level of Text Complexity: Read and comprehend complex, grade-level informational text independently and proficiently.
ELA.11-12.RI.5.1 (LA.12.RI.8)	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.

11-12th Grade English Language Arts Standards

Vocabulary Instructional Considerations:

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

Vocabulary (V)	
Essential Standard 1	Acquisition and Use: Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
ELA.11-12.V.1.1 (LA.12.V.1)	Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicators	
A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.	
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	
C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	
Essential Standard 2	Context and Connotation: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
ELA.11-12.V.2.1 (LA.12.V.2)	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicators	
A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	
B. Analyze nuances in the meanings of words with similar denotations.	

11-12th Grade English Language Arts Standards

Writing Instructional Considerations:

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative, Opinion (K-5)/Argumentative (6-12), Informative/Explanatory, and Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- Research methods include integration of information with academic integrity, locating and evaluating credible evidence from a variety of mediums, using appropriate note-taking to collect and organize information and digital citizenship.

Writing (W)	
Essential Standard 1	Production of Writing: Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
ELA.11-12.W.1.1 (LA.12.W.1)	Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.
Indicators	
A. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	
B. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	
ELA.11-12.W.1.2 (LA.12.W.2)	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Indicators	
A. Identify and use resources and inquiry tools to plan, organize, and draft writing.	
B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	

C. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	
D. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	
E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	
Essential Standard 2	Modes of Writing: Write in a variety of modes for a variety of purposes and audiences across disciplines.
ELA.11-12.W.2.1 (LA.12.W.3)	Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline which can include developing meaning, inferences, and relationships between characters, nature, and God.
Indicators	
A. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
B. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	
E. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	
ELA.11-12.W.2.2 (LA.12.W.4)	Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicators	
A. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.	
B. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	
C. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	
D. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	
E. Provide a conclusion that follows from and supports the argument(s) presented.	
ELA.11-12.W.2.3 (LA.12.W.5)	Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.
Indicators	
A. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	
B. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	

C. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	
D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	
E. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	
ELA.11-12.W.2.4 (LA.12.W.6)	Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).
Indicators	
A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	
B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	
C. Select and use appropriate note-taking formats to collect and organize information.	
D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>).	
E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	

11-12th Grade English Language Arts Standards Speaking and Listening Instructional Considerations:

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Speaking and Listening (SL)	
Essential Standard 1	Comprehension and Collaboration: Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
ELA.11-12.SL.1.1 (LA.12.SL.1)	Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
Indicators	
A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	
B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	
C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	
D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	
E. Complete a task following complex, multi-step directions.	
Essential Standard 2	Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
ELA.11-12.SL.2.1 (LA.12.SL.2)	Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.
Indicators	
A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	
B. Convey a perspective with clear reasoning and valid evidence (e.g., proclaim our Catholic faith and promote the greater good).	
C. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	
D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	
E. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	

Appendix

Glossary of Terms (NDE): <https://www.education.ne.gov/wp-content/uploads/2021/11/2021-Standards-Glossary.pdf>

Digital ELA Resources:

NewsELA - <https://newsela.com/>

CommonLit - <https://www.commonlit.org/en>

ReadWorks - <https://www.readworks.org/>

Junior Scholastic - <https://junior.scholastic.com/>

Tween Tribune (from the Smithsonian) - <https://www.tweentribune.com/>

TeAch-nology - https://www.teach-nology.com/teachers/lesson_plans/language_arts/writing/

Lexile Leveling of Text:

“What Does the Lexile Measure Mean?”:

<https://doe.sd.gov/octe/documents/WhatDoestheLexileMeasureMean.pdf>

Lexile Framework for Reading: <https://lexile.com/educators/>

Reading A-Z Level Correlation Chart: <https://www.readinga-z.com/learninga-z-levels/level-correlation-chart/>

Scholastic Book Wizard: <https://bookwizard.scholastic.com/>

K-12 Book Recommendations:

The following is an adapted list from the Archdiocese of Denver Catholic Schools (June 2020) that includes texts that work well to meet some of, or all of, the standards of reading literature in Catholic schools. Much of this list comes from the work of the Cardinal Newman Society, which gives guidance on the selection process of books in Catholic schools. This list cannot possibly be exhaustive as there are many beautiful pieces of literature written and continue to be published. Please use these recommendations as a starting point for schools to select the best titles for use in the classroom. Also note titles listed in each grade band can also be used in other grade bands as seen appropriate to educators’ and administrators’ decisions.

Grade Level	General Literature Texts	Texts that Support Christian Anthropology
K-2	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <p><u>Fables, Fairy Tales, Tales, Myths</u></p> <ul style="list-style-type: none"> - Aesop's Fables, Robert L'Estrange - Fables, Arnold Lobel - Fairy Tales by Hans Christian Anderson, retold by Val Biro - Greek Myths for Young Children, Heather Amery - Grimm's Fairy Tales (edited for younger children) - The Kitchen Knight: A Tale of King Arthur, Margaret Hodges - The Lion and the Mouse, Jerry Pinkney - The Three Billy Goats Gruff, Jerry Pinkney - The Tortoise and the Hare, Jerry Pinkney <p><u>Poems</u></p> <ul style="list-style-type: none"> - Child's Garden of Verses, Robert Louis Stevenson - Child's Treasury of Poems, Mark Daniel <p><u>Stories of the Saints</u></p> <ul style="list-style-type: none"> - <i>Catholic Saints for Children, Anne-Sophie de Bouetiez</i> - Cloud of Witnesses: A Child's First Book of Saints, Katie Warner - Hildegard of Bingen, Demi - Lolek: The Boy Who Became Pope John Paul II, Mary Hramiec Hoffman - Mary, the Mother of Jesus, Tomie dePaola - Saints for Young Readers for Every Day, Susan Helen Wallace - Saints Tell Their Stories, Patricia Mitchell - St. Bernadette and the Miracle of Lourdes, Demi - St. Francis of Assisi, Demi - St. Francis of Assisi, Tomie dePaola - St. George and the Dragon, Margaret Hodges - St. Joan of Arc, Demi - The Boy Who Became Pope, Fabiola Garza - The Clown of God, Tomie dePaola - The Holy Twins: Benedict and Scholastica, Tomie dePaola - The Lady of Guadalupe, Tomie dePaola <p><u>Faith Formation/Spiritual Formation/Prayer</u></p> <ul style="list-style-type: none"> - A Life of Our Lord for Children, Marigold Hunt - Brother Giovanni's Little Reward, Anna Egan Smucker - Children's Treasury of Virtues, William Bennett - I Went to Mass: What Did I See? Katie Warner - Into the Sea, Out of the Tomb: Jesus and Jonah, Maura Roan McKeegan - Psalm 23, Tim Ladwig - <i>Take It to the Queen: A Tale of Hope, Josephine Nobisso</i> - The Creation, James Weldon Johnson - The Giant King, Kathleen T. Pelley - The Monks' Daily Bread, Sylvia Dorham - The Princess and the Kiss, Jennie Bishop - The Squire and the Scroll, Jennie Bishop - <i>The Weight of a Mass: A Tale of Faith, Josephine Nobisso</i> 	<ul style="list-style-type: none"> - A Beautiful Moon, Tonya Boldren - A Chair for My Mother, Vera B. Williams - A Nest is Noisy, Dianna Hutts Aston - A Pair of Red Clogs, Masako Matsuno - A Tree is Nice, Janice Udry - All Things Bright and Beautiful, Cecil Frances Alexander - Animalia, Graeme Base - Are You My Mother, PD Eastman - Bear Has a Story to Tell, Philip C. Stead - Birds, Brian Wildsmith - Clare and Francis, Guido Visconti - Crawdad Creek, Scott Russell Sanders - Each Kindness, Jacqueline Woodson - Egg in the Hole, Richard Scarry - Enemy Pie, Derek Munson - Erandi's Braids, Antonio Hernandez Madrigal - Every Time I Climb a Tree, David McCord - Father and Son, Denize' Laurture - Flower Garden, Eve Bunting - Four Feet, Two Sandals, Karen Lynn Williams and Khadra Mohammed - From Seed to Plant, Gail Gibbons - Have You Seen My Duckling, Nancy Tafuri - How a Seed Grows, Helene Jordan - I Like Winter, Lois Lenski - Isabella's Garden, Glenda Millard - Johnny Appleseed, Reeve Lindbergh - Let the Whole Earth Sing Praise, Tomie DePaola - Look and Be Grateful, Tomie DePaola - Love Songs of the Little Bear, Margaret Wise Brown - Make Way for Ducklings, Robert McCloskey - Mama, Is it Summer Yet? Nikki McClure - Marta and the Manger Straw: A Christmas Tradition from Poland, Virginia Kroll - Meeting Trees, Scott Russell Sanders - Miss Rumphius, Barbara Cooney - More Than Anything Else, Marie Bradby - One Hen, Katie Smith Milway - Outside Your Window, Nicola Davies - Rechenka's Eggs, Patricia Polacco - Saint Francis, Brian Wildsmith - Saint Valentine, Robert Sabuda - Silly Little Goose, Nancy Tafuri - Sing to the Stars, Mary Brigid Barrett - Sky Tree, Thomas Locker

<p>K-2 cont.</p>	<ul style="list-style-type: none"> - When Daddy Prays, Nikki Grimes <p><u>Seasons</u></p> <ul style="list-style-type: none"> - The Mitten, Jan Brett - The Snowy Day, Ezra Jack Keats <p><u>Human Dignity</u></p> <ul style="list-style-type: none"> - Angel in the Waters, Regina Doman - Hair Like Mine, LaTashia M. Perry - Skin Like Mine, LaTashia M. Perry <p><u>Christmas</u></p> <ul style="list-style-type: none"> - Manger, Lee Bennett Hopkins - The Donkey’s Dream, Barbara Berger - The Nativity, Ruth Sanderson <p><u>Animals</u></p> <ul style="list-style-type: none"> - Brother Hugo and the Bear, Katy Beebe - Days on the Farm, Kim Lewis - How Groundhog’s Garden Grew, Lynne Cherry - Little Donkey Close Your Eyes, Margaret Wise Brown <p><u>Family</u></p> <ul style="list-style-type: none"> - Chicken Sunday, Patricia Polacco - Home Sweet Home, Jean Marzollo - So Much!, Trish Cooke - This Quiet Lady, Charlotte Zolotow <p><u>Music/Arts</u></p> <ul style="list-style-type: none"> - The Musical Life of Gustav Mole, Kathryn Meyrick - The Story Orchestra: Four Seasons in One Day, Jessica Courtney-Tickle - The Story Orchestra: Swan Lake, Jessica Courtney-Tickle - The Story Orchestra: The Sleeping Beauty, Jessica Courtney-Tickle <p><u>Other</u></p> <ul style="list-style-type: none"> - Peter’s Old House, Elsa Beskow - Peter in Blueberry Land, Elsa Beskow - Miss Rumphius, Barbara Cooney - Rechenka’s Eggs, Patricia Polacco - The Hundred Dresses, Eleanor Estes - The Selfish Giant, Oscar Wilde - The Woman and the Wheat, Jane G. Meyer - Farmer Boy, Laura Ingalls Wilder - Little House in the Big Woods, Laura Ingalls Wilder - Now One Foot, Now the Other, Tomie dePaola - Quiet, Tomie dePaola - Winnie the Pooh, AA Milne - Peter Rabbit, Beatrix Potter 	<ul style="list-style-type: none"> - Snow, Uri Shulevitz - Snowflake Bentley, Jacqueline Briggs Martin - Somebody Loves You, Mr. Hatch, Eileen Spinelli - Song of the Stars: A Christmas Story, Sally Lloyd-Jones - Stephen’s Feast, Jean Richardson - Summer Is..., Charlotte Zolotow - Thank You, Dear God, Helen Haidle - The Best Nest, PD Eastman - The Big Snow, Berta and Elmer Hader - The Boy Who Wanted to Cook, Gloria Whelen - The Carrot Seed, Ruth Krauss - The Curious Garden, Peter Brown - The Dead Bird, Margaret Wise Brown - The Elves and the Shoemaker, Paul Galdone - The Empty Pot, Demi - The Friendly Beasts: An Old English Christmas Carol, Tomie dePaola - The Golden Egg Book, Margaret Wise Brown - The Ink Garden of Brother Theophane, CMMillen - The King at the Door, Brock Cole - The Legend of the Persian Carpet, TomiedePaola - The Little Island, Margaret Wise Brown - The Rag Coat, Lauren Milla - The Rainbow Fish, Marcus Pfister - The Rooster’s Gift, Pam Conrad - The Tiny Seed, Eric Carle - This Quiet Lady, Charlotte Zolotow - Two Bad Ants, Chris van Allsburg - Water Can Be, Laura Purdie Salas - What Makes a Bird a Bird?, May Garelick - When Spring Comes, Kevin Henkes - When the Wind Stops, Charlotte Zolotow - You Were Loved Before You Were Born, EveBunting
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Grade Level	General Literature Texts	Texts that Support Christian Anthropology
3-5	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> - Always With You, Ruth Vander Zee - Anne of Green Gables, Lucy Maude Montgomery - Arabian Nights, Andrew Lang - Ben and the Emancipation Proclamation, Pat Sherman - By the Great Horn Spoon, Sid Fleischman - Charlotte’s Web, EB White - Guns for General Washington, Seymour Reit - Heidi, Johanna Spyri - Homer Price, Robert McCloskey - I Lay My Stitches Down, Cynthia Grady - Island of the Blue Dolphins, Scott O’Dell - <i>King of the Golden City, Mother Mary Loyola (First Communion sacramental prep)</i> - Little House on the Prairie, Laura Ingalls Wilder - Little Women, Louisa May Alcott - On the Banks of Plum Creek, Laura Ingalls Wilder - <i>Prince Caspian, C.S. Lewis</i> - Redwall (series), Brian Jacques - Riding the Pony Express, Clyde Robert Bulla - <i>St. Pius X: The Farm Boy Who Became Pope</i> - <i>St. Thomas Aquinas, Raissa Maritain</i> - Story of a Bad Boy, Thomas Bailey Aldrich - Stuart Little, EB White - Tanglewood Tales, Nathaniel Hawthorne - The Amazing Age of John Roy Lynch, Chris Barton - The Beatitudes: From Slavery to Civil Rights, Carole Boston Weatherford - <i>The Children’s Homer: The Adventures of Odysseus and the Tale of Troy, Padraic Colum</i> - The Courage of Sarah Noble, Alice Dalgliesh - The Cricket in Times Square, George Selden - The Golden Fleece and the Heroes who Lived Before Achilles, Padraic Colum - The Green Ember Series, S.D. Smith - <i>The Hobbit, J.R.R. Tolkien</i> - <i>The Horse and His Boy, CS Lewis</i> - The King of Ireland’s Son, Padraic Colum - <i>The Last Battle, CS Lewis</i> - <i>The Lion, the Witch, and the Wardrobe, CS Lewis</i> - The Little Prince, Antoine de Saint-Exupery - <i>The Lives of the Saints (20 story books), Mary Fabyan Wyndeatt</i> - <i>The Magician’s Nephew, CS Lewis</i> - The Pied Piper of Hamelin, Robert Browning - The Right Word, Jen Bryant - The Secret Garden, Frances Hodgson Burnett - <i>The Silver Chair, CS Lewis</i> - The Thornbush, Michael Laughlin - The Trumpet of the Swan, EB White 	<ul style="list-style-type: none"> - ‘Twas the Night Before Christmas, illustrated by Matt Tavaras - A Boy Named Giotto, Paolo Guarnieri - Adventures of Pinocchio, Carlo Collodi - An Orange for Frankie, Patricia Polacco - Beauty and the Beast, Jan Brett - Boxes for Katje, Candice Fleming - D’Aulaires’ Book of Greek Myths, Ingri and Edgar Parin D’Aulaire - Gilgamesh the King, Ludmila Zeman - Juan Verdades: The Man Who Couldn’t Tell a Lie, Daniel Fiedler - King Midas and the Golden Touch, Charlotte Craft - Lassie Come Home, Rosemary Wells - Mother Teresa, Demi - Mr. Popper’s Penguins, Richard and Florence Atwater - Once Upon a Dinkelsbühl, Patricia Lee Gauch - Shep: Our Most Loyal Dog, Sneed B. Collard III - Small Wonders: Jean-Henri Fabre & His World of Insects, Matthew Clark Smith - Sootface: An Ojibwa Cinderella Story, by Robert D. San Souci - Stars Above Us, Geoffrey Norman - The Bears on Hemlock Mountain, Alice Dagleish - The Blue Fairy Book, Andrew Lang - The Father Brown Reader, Nancy Carpentier Brown - The Gift of Driscoll Lipscomb, Sara Yamaka - The Gift of the Magi, O. Henry - The Green Ember (series), S. D. Smith - The Hundred Dresses, Eleanor Estes - The King’s Equal, Katherine Paterson - The Making of a Knight: How Sir James Earned His Armor, Patrick O’Brien - The Moffats, Eleanor Estes - The Mysterious Benedict Society, Trenton Lee Stewart - The Quiltmaker’s Journey, Jeff Brumbeau - The Snow Queen, Amy Ehrlich - The Talking Eggs, Robert D. San Souci - The Yellow Star: The Legend of King Christian X of Denmark, Jan Brett - Time of Wonder, Robert McCloskey

3-5 cont.	<ul style="list-style-type: none"> - <i>The Voyage of the Dawn Treader, C. S. Lewis</i> - <i>The Weight of a Mass: A Tale of Faith, Josephine Nobisso</i> - Where the Red Fern Grows, Wilson Rawls 	<ul style="list-style-type: none"> - Tracks in the Wild, Betsy Brown - When I was Young in the Mountains, Cynthia Ryland - Why Mosquitoes Buzz in People's Ears: A West African Tale, Verna Aardema - Yellow and Pink, William Steig
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Grade Level	General Literature Texts
6-8	<p>Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> - 20,000 Leagues Under the Sea, Jules Verne - A Christmas Carol, Charles Dickens - A Little Princess, Frances Hodgson Burnett - A Wrinkle in Time, Madeleine L'Engle - Adam of the Road, Elizabeth Janet Gray - Alice in Wonderland, Lewis Carroll - Around the World in 80 Days, Jules Verne - <i>Augustine Came to Kent, Barbara Willard</i> - <i>Beorn the Proud, Madeleine Pollard</i> - Beowulf the Warrior, Ian Serraillier - Bridge to Terabithia, Katherine Paterson - Calico Captive, Elizabeth George Speare - Call of the Wild, Jack London - Captains Courageous, Rudyard Kipling - Cheaper by the Dozen, Frank Gilbreth - <i>Crusader King: A Novel of Baldwin IV and the Crusades, Susan Peek</i> - <i>Great Divorce, CS Lewis</i> - Hatchet, Gary Paulson - Johnny Tremain, Esther Forbes - <i>King Arthur, Roger Lancelyn Green</i> - Little Britches, Ralph Moody - My Side of the Mountain, Jean Craighead George - Mrs. Frisbey and the Rats NIMH, Robert O'Brien - <i>Novels of the Saints (various), Louis de Wohl</i> - Number the Stars, Lois Lowry - <i>Outlaws of Ravenhurst, Sr. Imelda Wallace</i> - Pollyanna, Eleanor H. Porter - Prometheus Unbound, Percy Shelley - Rifles for Watie, Harold Keith - <i>Robin Hood, Roger Lancelyn Green</i> - Shane, Jack Schaefer - Shiloh, Phyllis Naylor - <i>Son of Charlemagne, Barbara Willard</i> - The Adventures of Robinson Crusoe, Daniel Defoe - The Bronze Bow, Elizabeth George Speare - The Challenge of the Green Knight, Ian Serraillier - The Chronicles of Prydain, Lloyd Alexander - The Door in the Wall, Marguerite de Angeli - The Giver, Lois Lowry - The Good Bad Boy, Gerald Brennan - The Golden Princess and the Moon, Anna Maria Mendell - The Hiding Place, Corrie Ten Boom

6-8 cont.	<ul style="list-style-type: none"> - The Jungle Book, Rudyard Kipling - <i>The Lord of the Rings</i>, JRR Tolkien - The Princess and the Goblin, Andrew McDonald - The Princess Bride, William Goldman - <i>The Screwtape Letters</i>, CS Lewis - <i>The Secret of Glastonbury Tor</i>, Donal Foley - The Sign of the Beaver - The Swiss Family Robinson, Johann Wyss - The Whipping Boy, Sid Fleischman - The Wind in the Willows, Kenneth Grahame - The Yearling, Majorie Kinnan Rawlings - <i>To the Heights: A Novel Based on the Life of Bl. Pier Giorgio Frassati</i>, Brian Kennelly - Treasure Island, Robert Louis Stevenson - Watership Down, Richard Adams - Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson
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Grade Level	General Literature Texts
9-12	<p data-bbox="219 821 1226 852">Titles indicated by italics are books that are particularly strong for inviting students into Catholic culture.</p> <ul style="list-style-type: none"> - 12 Angry Men, Reginald Rose - 1984, George Orwell - A Christmas Carol, Charles Dickens - <i>A Man for All Seasons</i>, Robert Bolt - A Tale of Two Cities, Charles Dickens - Aeneid, Virgil - All Quiet on the Western Front, Erich Maria Remarque - Animal Farm, George Orwell - Antigone, Sophocles - As You Like It, Shakespeare - Between Shades of Gray, Ruta Sepetys - <i>Brothers Karamazov</i>, Dostoyevsky - <i>Canterbury Tales (selected)</i>, Chaucer - <i>Confessions</i>, Augustine - Cry, The Beloved Country, Alan Paton - <i>Death Comes for the Archbishop</i> (connection to the history of the Archdiocese of Denver), Willa Cather - Dairy of a Young Girl, Anne Frank - <i>Diary of a Country Priest</i>, Georges Bernanos - Don Quixote, Cervantes - Father Brown Stories, G.K. Chesterton - Father Elijah, Michael O'Brien - Forget Not Love: The Passion of Maximilian Kolbe, Frossad - Frankenstein, Mary Shelley - Gilgamesh Epic - Great Expectations, Charles Dickens - Gulliver's Travels, Jonathan Swift - Hamlet, Shakespeare - Hannah Coulter, Wendell Berry - He Leadeth Me, Fr. Walter Ciszek - Helena, Evelyn Waugh - I Must Betray You, Ruta Sepetys

9-12 cont.	<ul style="list-style-type: none"> - Ivanhoe, Sir Walter Scott - Joan of Arc, Mark Twain - King Lear, Shakespeare - <i>Lepanto</i>, GK Chesterton - Les Miserables, Victor Hugo - Lord of the World, Robert Hugh Benson - Macbeth, Shakespeare - <i>Mere Christianity</i>, CS Lewis - Midsummer Night's Dream, Shakespeare - Mr. Blue, Myles Connolly - Narrative of the Life of Frederick Douglass, Frederick Douglass - Oedipus the King, Sophocles - <i>Orthodoxy</i>, GK Chesterton - Pilgrim's Progress, John Bunyan - Pride and Prejudice, Jane Austen - Romanov, Nadine Brandies - Romeo and Juliet, Shakespeare - Sense and Sensibility, Jane Austen - <i>Short Stories of Flannery O'Connor</i> - Short Stories of O. Henry - Sisters of War, Rania Abouzeid - <i>Song of Roland</i> - Space Trilogy, CS Lewis (Out of the Silent Planet, CS Lewis, Perelandra, CS Lewis, That Hideous Strength, CS Lewis) - The Abolition of Man, CS Lewis - <i>The Ballad of the White Horse</i>, GK Chesterton - The Betrothed, Manzoni - The Book Thief, Markus Zusak - The Club of Queer Trades, GK Chesterton - The Complete Works of William Shakespeare, William Shakespeare - The Count of Monte Cristo, Alexandre Dumas - <i>The Divine Comedy</i>, Dante - The Everlasting Man, GK Chesterton - <i>The Great Divorce</i>, CS Lewis - The Iliad, Homer - The Importance of Being Earnest, Oscar Wilde - The Invisible Man, HG Wells - The Jeweler's Shop, Karol Wojtyla - The Lillies of the Field (connection to St. Walburga's Abbey), William Barrett - The Odyssey, Homer - The Scarlet Letter, Nathaniel Hawthorne - The Scarlet Pimpernel, Baroness Orczy - Things Fall Apart, Chinua Achebe - Til We Have Faces, CS Lewis - Up From Slavery, Booker T Washington - Henry V, Shakespeare - Julius Caesar, Shakespeare - Merchant of Venice, Shakespeare - To Kill a Mockingbird, Harper Lee - The Red Badge of Courage, Stephen Crane - The Adventures of Huckleberry Finn, Mark Twain
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9-12 cont.	- The Adventures of Tom Sawyer, Mark Twain
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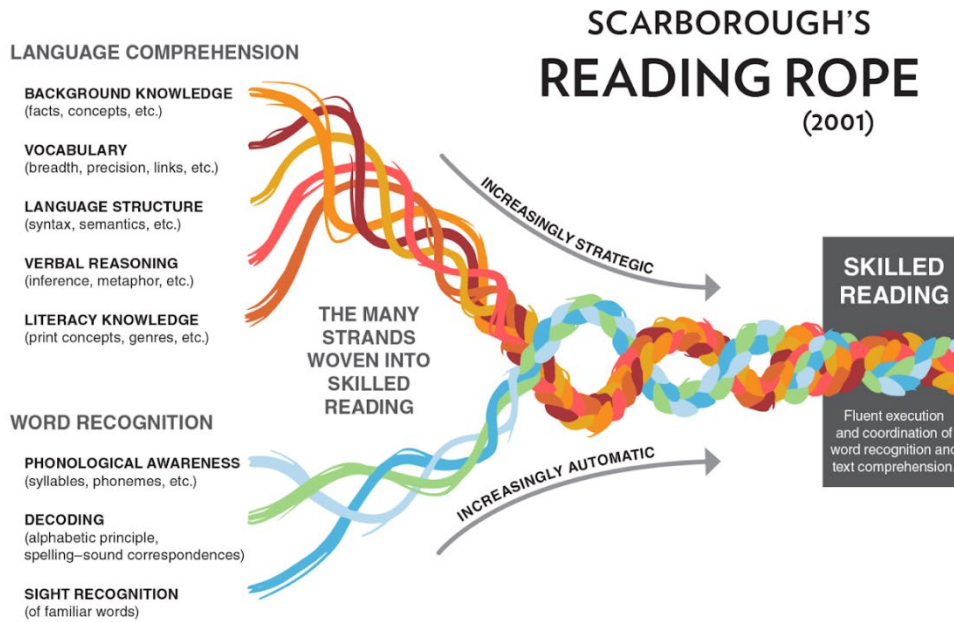
Poetry selections from: Pope Saint John Paul II, Matthew Arnold, W.H. Auden, Hilaire Belloc, William Blake, Elizabeth Barrett Browning, Robert Browning, Lord Byron, G.K. Chesterton, Samuel Taylor Coleridge, Richard Crashaw, Emily Dickenson, John Donne, T.S. Eliot, Robert Frost, A.E. Hausman, George Herbert, Gerard Manley Hopkins, John Keats, Joyce Kilmer, Henry Wadsworth Longfellow, Andrew Marvell, Alexander Pope, Dante Gabriel Rossetti, Siegfried Sassoon, William Shakespeare, Percy Shelley, Robert Southwell, Edmund Spenser, Alfred Lord Tennyson, Dylan Thomas, Francis Thompson, William Wordsworth, William Butler Yeats

Foundations of Reading/Science of Reading

A sequence of explicit, systematic phonics instruction provides the foundation for literacy. Nebraska's 2021 College and Career Ready Foundations of Reading standards align with the body of research known as the science of reading. A systematic approach to the foundational skills—concepts of print, phonological awareness, phonics and word analysis, and fluency — supports emergent readers as they develop proficiency during the early years.

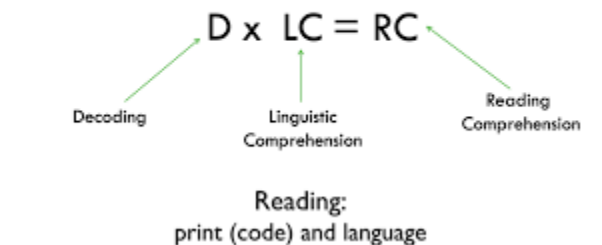
- Concepts of print
 - Print concepts refers to the awareness of how print works. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.
- Phonological awareness
 - Phonological or phonemic awareness is the ability to recognize and manipulate the sounds in spoken language. Young children begin developing phonological awareness by enjoying and reciting rhyming words and alliterative phrases from familiar stories, songs, or nursery rhymes.
- Phonics and word analysis
 - The ability to match the sounds of spoken language with individual letters or groups of letters is known as phonics. Instruction focuses on common letter-sound correspondences, strategies for sounding out letters, and blending sounds into words. Word analysis instruction focuses on recognizing base words, prefixes, and suffixes in increasingly complex words.
- Fluency
 - Fluency is the ability to read with speed, accuracy, and appropriate expression. As the ability to decode, or master letter-sound relationships, improves, so does a student's ability to read smoothly and clearly. Fluency is considered the "bridge" to reading comprehension; a student is considered a proficient reader when both fluency and reading comprehension are at grade level.

Figure 1.3 below, known as Scarborough's Rope, represents the complexities involved in learning to read and illustrates the interconnectedness of foundational reading skills. The Reading Rope is comprised of upper and lower "strands" related to language comprehension and word recognition. The elements of word recognition work together as a young reader develops automaticity with decoding and fluency with reading aloud. Language comprehension skills that include background knowledge, vocabulary, and knowledge of language structures, complement development in the lower strand. Over time, increasingly strategic instruction and opportunities for practice assure students grow into proficient readers.



The extent to which students master foundational skills determines their later ability to understand complex, grade-level texts in a variety of subject areas. While many students progress through learning targets naturally and with ease, as literacy expert and author Dr. Louisa Moats explains, "Teaching reading to a student who does not learn easily or naturally is a complex and challenging professional enterprise that requires deep knowledge of content of the cognitive and language factors that shape student learning, and of pedagogical detail." The Nebraska State Board of Education supports and encourages systemic efforts to improve early literacy for all students, working to ensure that all students become successful readers and writers prepared for college, career, and civic life (NDE, 2021).

SIMPLE VIEW OF READING (SVR)
(GOUGH & TUNMER, 1986)



The Science of Reading



WHAT

	Phonological Awareness	Phonics	Fluency	Vocabulary
1	Phonological awareness is the ability to notice the sound structure of spoken words.	10	17	25
2	Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness.	11	18	26
3	Basic phonological awareness skills include phoneme blending and segmentation and are generally mastered by most students by the end of the first grade.	12	19	27
4	Advanced phonological awareness skills involve manipulating phonemes which include deleting, substituting, or reversing phonemes within words.	13	20	28

WHY

5	Phonological awareness difficulties represent the most common source of word-level reading difficulties.	14	21	29
6	Phonological awareness is essential for skilled reading.	15	22	30
7	Phonemic awareness is needed for efficient sight-word learning.	16	23	31
8	Early, explicit, and systematic instruction in phonics, along with direct instruction in phonological awareness, can prevent and also remediate reading difficulties.		24	32
9	The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied.			

33

Phonological awareness, phonics, fluency, and vocabulary all lead to

COMPREHENSION.

Reading aloud to children builds the foundation of literacy learning. Listening comprehension comes before reading comprehension.

HOW

34 For maximum academic gains, students need systematic, explicit, engaging and success oriented instruction. Systematic means a teacher has a **specific scope and sequence** for introducing each skill. Explicit means that the teacher provides **clear and precise instruction**. Engaging instruction that is success oriented involves increased **active participation** in the instructional activities while minimizing errors and providing **immediate corrective feedback** when errors occur.

The Science of Reading, 2020: <https://tnscore.org/wp-content/uploads/2020/01/Science-of-Reading-2020.pdf>

Early Reading Skills Toolkit: A Collection of Relevant and Practical Resources to Support a Student's Developmental of Important Reading Skills (NDE):

<https://www.education.ne.gov/nebraskareads/structured-literacy/#1648491118332-9178a7ba-606a>

High Frequency Word Lists:

Dolch Word List: <https://www.dolchword.net/printables/All220DolchWordsByGradeFreq.pdf>

Fry Word List: https://www.k12reader.com/Fry-Words/fry_complete_1000.pdf

Writing Resources

Foundational Writing:

Developmental Stages of Writing:

https://www.whps.org/uploaded/Offices/Curriculum_Instruction_and_Assessment/Families_-_Academics/Stages_of_Writing_Development.pdf

Writing Prompts and Creating Rubrics:

Creating Text Dependent Analysis (TDA) Prompts, NDE: <https://www.education.ne.gov/ela/text-dependent-analysis-tda/>

Rubistar: <http://rubistar.4teachers.org/index.php>

Professional Reading and Resources on Writing Instruction:

OWL Purdue Online Writing Lab - https://owl.purdue.edu/owl/purdue_owl.html

“Teaching Elementary School Students to Be Effective Writers” (Institute of Education Sciences, 2018):

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf

“Teaching Secondary Students to Write Effectively: Practice Guide Summary” (Institute of Education Sciences, 2019):

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secwrit_summary_053117.pdf

6 +1 Traits of Writing, Ruth Culham: <https://culhamwriting.com/6-1-traits-of-writing>

Step Up to Writing, Maureen Auman: <https://www.voyagersopris.com/literacy/step-up-to-writing/overview>

The Writing Revolution, Judith Hockman & Natalie Wexler: <https://www.thewritingrevolution.org/>

The Write Practice: <https://thewritepractice.com/teachers/>

Writers' Workshop:

Example of a Writers' Workshop Routine in Elementary Classrooms:

<https://www.unitsofstudy.com/framework>

Example of a Writers' Workshop Routine in Secondary Classrooms:

<https://www.edutopia.org/blog/creating-writers-workshop-secondary-classroom-shelby-scoffield>

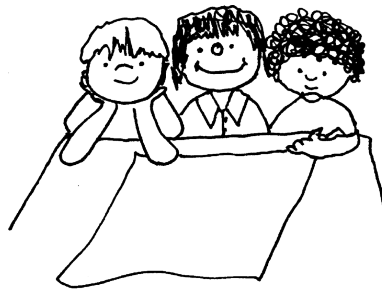
In the Middle, 3rd Edition by Nancie Atwell: <https://www.heinemann.com/products/e02813.aspx>

Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts, Kelly Gallagher: <https://www.stenhouse.com/content/write>

Archdiocese of Omaha 6 Traits Teachers' Writing Guide: This revised copy includes updated rubrics K-12 that connect to the 2022 ELA Standards.

Teachers' Writing Guide

The Basics of the 6 + 1 Writing Traits



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Anne Novicki	Teacher, St. Bonaventure School
Peggy Payne**	Teacher, Elgin Pope John XXIII School
Tina Schumacher	Teacher, St. Francis High School
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Archdiocesan Overview of Writing Expectations

The purpose of this document is to provide Archdiocesan of Omaha teachers a guide to assist with writing instruction that is connected to the standards to help all students develop and master grade-level writing skills.

The following modes/genres of writing should be developed each year K-12:

- Narrative
- Opinion/Argumentative
- Informative/Explanatory/Research

If people cannot write well they cannot think well,

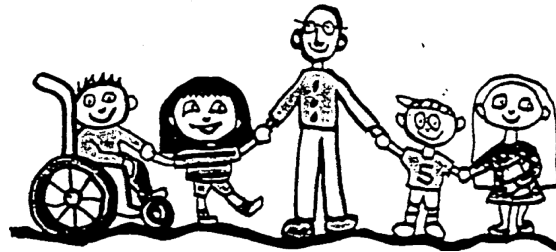
and if they cannot think well,

others will do their thinking for them.

-- George Orwell

ARCHDIOCESAN GOALS

- To celebrate students' love of writing
- To teach ourselves to identify moments of voice, details, and exploration with conventions
- To help students recognize and build on their strengths
- To respond to content first
- To respond to the writer, not the writing
- To help students see that writing is thinking, and conventions exist to serve ideas
- To give students the language they need to think like writers
- To share our writing with expression, voice, and heart with students
- To nurture within ourselves a bedrock belief in the power of children to do amazing things



STRATEGIES FOR TEACHING TRAITS TO WRITERS



1. Gather and share sample papers to use for direct instruction.
2. Model revision.
3. Share examples of writing from lots of sources
4. Use the language of the traits as you teach your favorite lessons.
5. Begin portfolios so students can see growth!

READ ME!

Before you consider the suggestions on the following pages, there is one basic premise to using the Six-Traits as an instructional tool that you **HAVE** to believe.

It's very simple, but fundamentally important to everything that follows. . .

REVISION IS DIFFERENT THAN EDITING

That's it! The heart and soul of teaching the traits.



Revision:

Ideas
 Organization
 Voice
 Word Choice
 Sentence
 Fluency

Editing:

Conventions

It takes a completely different part of your brain to know that you need to add more specific details, choose different words, or begin with a different lead than to recognize a word is misspelled or to capitalize a proper noun. By separating these two significant parts of the writing process and defining them clearly so students (and teachers, too) can work on them in a purposeful and focused way, we unlock one of the key mysteries of writing.

So now on with the specifics...

Writing Instruction

Writing as a Process

pre-writing ↔ drafting ↔ revision ↔ editing ↔ publishing

Six Analytic Traits

ideas & content

Conventions

organization

voice

word choice

sentence fluency

→ spelling

→ use of capitals

→ punctuation

→ grammar & usage

→ paragraphing

THE SIX TRAITS

PRIMARY (K-3)

Ideas and Content

Does it make sense?

Details, details, details!

Organization

Beginning and ending

Order makes sense

Similar ideas/details go together

Voice

Personality!

Flavor, charm, liveliness

Individuality

Word Choice

Using words correctly

Trying something new

Verbs!

Flair

Sentence Fluency/Structure

Sentences hang together

Rhythm and flow

Writing Conventions

Left to right

Up and down

Spacing!!

Capitals Punctuation

Grammar Usage

Paragraphing



What Teachers Look for in Writing Intermediate (4-8)

Ideas . . .

- Make sense
- Get and hold my attention
- Have a main idea, thesis, center, sense of purpose
- Writer draws on experience
- Says something new, or says it in a fresh way
- Full of ideas that add interest and important information

KEY QUESTION: Did the writer stay focused and share original information or perspective about the topic?

Voice . . .

- Sounds like the person who writes it
- Sounds like a *particular* writer
- Writing has style, flavor
- Reaches out to me, the reader. Brings me “inside”
- Makes me *feel*...

KEY QUESTION: Would you keep reading this piece if it were longer? MUCH longer?

Sentence Fluency

- It’s smooth going – easy to the ear
- I could easily read this aloud
- Almost every sentence begins in a slightly different way, OR
- Repetition is rhythmic and stylistic, not annoying
- Some sentences are long. Some aren’t
- Sentences aren’t choppy. Yet they do not meander aimlessly as if length alone were a virtue and there were no particular need to rush to the end and be done with it

KEY QUESTION: Can you feel the words and phrases flow together as you read the passage?

Organization . . .

- The opening makes me want to keep reading
- Has a logical order or pattern (problem/solution, comparison-contrast, story unfolding over time, etc.)
- I can follow the story or main points
- Sometimes I can predict – sometimes the writer surprises me
- Ends well. Ties up loose ends. Doesn’t stop abruptly
- Doesn’t end with, “Then I woke up and it was all a dream!”
- Doesn’t repeat with, “Now you know the three reasons we should fight pollution.”

KEY QUESTION: Does the organizational structure enhance the ideas and make it easier to understand?

Word Choice . . .

- Makes me say, “Yes, that’s *just* the right word or phrase.”
 - Long after reading, some words still tug at my memory
 - Words are used correctly
 - The writer chooses wisely, but isn’t afraid to stretch
 - This writer knows the language of the topic – but doesn’t try to impress me with phony, bloated, phrases
 - Uses simple language if it gets the job done
- KEY QUESTION: Do the words and phrases create vivid pictures and linger in your mind?

Conventions

- The writing is clean and polished. It looks proofread.
- Most things are done correctly.
- Careful, controlled use of conventions makes meaning clear and reading easy.
- No BIG erers shout at me frm the pg: Hey!” Pay attenSHUN two me! Fergt IDEAS and VOICE! Think ? abowt, the mistakes!, A lot!!”
- Spelling, punctuation, grammar, capital letters and paragraph indenting: This writer has thoughtfully attended to ALL conventional details.

KEY QUESTIONS: How much editing would have to be done to be ready to share with an outside audience?

6+1 Traits (High School)

- Ideas** The heart of the message, the content of the piece, the main theme, together with the details (documented support, elaboration, anecdotes, images) that enrich and develop the theme by building understanding or holding a reader’s attention.
- Organization** The internal structure of a piece, the thread of central meaning, the logical pattern of ideas. Writing that exhibits strong organization begins with a purposeful, engaging lead and wraps up with a satisfying and thought-provoking conclusion. In between, the writer takes care to link each detail or new development to a larger picture, building to a turning point or key revelation, and always including strong transitions that form a kind of safety net for the reader, who never feels lost.
- Voice** The heart and soul of a piece, the magic, the wit. It is the writer’s unique and personal expression emerging through words. Voice is the presence of the writer on the page. When the writer’s passion for the topic and concern for the audience are strong, the text dances with life and energy, and the reader feels a strong connection to both the writing and the writer.
- Word Choice** The use of rich, colorful, precise language that moves and enlightens the reader. It is the love of language, a passion for words, combined with a skill in choosing words that creates just the right mood, impression, or image in the heart and mind of the reader.
- Sentence Fluency** The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear – not just to the eye. It is finely crafted construction combined with a sense of grace that invites expressive oral reading. Writers achieve good sentence fluency through logic, creative phrasing, parallel construction alliteration, rhyme, absence of redundancy, variety in sentence length and structure, and a true effort to create language that cries out to be spoken aloud.
- Conventions/Mechanics** The mechanical correctness of the writing – spelling, grammar and usage, paragraphing, capitalization, punctuation, etc. Almost anything a copy editor would attend to falls under conventions. It does not include layout, formatting, or handwriting.
- Presentation** Presentation combines both visual and verbal elements – it is the way the message is exhibited on paper. Even if the ideas, words, and sentences are vivid, precise, and well-constructed, the paper will not be inviting to read unless the guidelines of presentation are observed. Presentation zeroes in on the form and layout of the text and its readability; the piece should be pleasing to the eye.

Student Summary of the Six-Traits

IDEAS

- Does it make sense?
- Narrow, manageable topic
- Sounds like writer knows the topic well
- Fresh spin
- Details, details, details!



ORGANIZATION

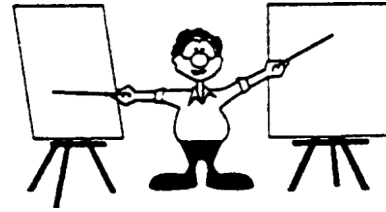
- Beginning and ending
- Order makes sense
- Fun to predict, but some surprises, too!
- Similar things go together
- Does it just stop?

VOICE

- Sounds like the person who wrote it
- Personality, pizzazz!
- Flavor, charm, liveliness
- Makes the reader feel something . . . shocked, upset, energized
- Individuality

WORD CHOICE

- Using words correctly
- Trying something new
- Verbs!
- Vivid images
- Minimal redundancy



FLUENCY

- Sentences hang together
- Rhythm and flow
- Easy to read aloud
- Short and long sentences
- Varied, purposeful sentence beginnings

CONVENTIONS

- Looks clean, edited polished
- MOST things done correctly
- No BIG, GLARING errors
- Spacing
- Capitals
- Punctuation
- Spelling



Some Frequently Asked Questions. . .

1. How long should I spend teaching on each trait?

Most teachers spend one or two weeks per trait, but you could spend more or less, depending on how quickly you think students develop an in-depth understanding.

2. How do I know when students really get it?

They can tell the difference between writing that's strong in a trait and writing that isn't, and they can tell you *in detail* not only what's good about the writing, but also *exactly* what to do to revise the weaker writing.

3. Which trait should I teach first?

That's up to you, too, but most teachers find it makes sense to begin with Ideas. After all, the message is the foundation of everything else. Without something to say, why write? You might go to Voice next (most people think it's easier to teach than Organization); then cycle back to Organization. Many teachers like to weave Conventions all through the instruction, using examples of real-life text to teach this trait. End with Word Choice and Fluency.

4. How do I begin?

Try brainstorming the qualities of good writing. Or another way to get at the same thing is to brainstorm a list of favorite authors and ask what makes them favorites. Next, you might share what teachers of writing value. Student writers are often surprised and pleased to see that they value much the same things teachers value and that, contrary to many students' beliefs, teachers really do look for lots more than neatness, commas, and correct spelling. Once you've shared these values, it's easy to take a short step back and say, "Now, for a time, we'll focus on just ONE trait - -Ideas.

5. How many papers must students score or discuss, per trait?

This is a little like asking, "*How much spaghetti do we need to fix?*" You'll know when it's too much or too little. In the beginning try doing one or two papers per trait.

6. I'm pretty happy with the way I teach writing now. Do I have to change what I'm already doing?

No. Please do not abandon any of the successful activities you're already sharing with students. The analytical trait model is intended to support, not replace, the writing process approach.

Remember, when you teach the traits, you're teaching the criteria that define quality performance. Students who know precisely what is expected – and who can judge for themselves whether expectations have been met – stand a FAR greater chance of succeeding. The traits are a foundation for revision, which for many students is a weak link in the writing process. They may feel comfortable prewriting and drafting, but when it comes time to revise, many say, "What do I do now? Help!"

7. Do I score students' papers on all the traits?

Score papers on the trait or traits you've taught. This means that the first few assignments may only receive one or two scores.

8. What about grades?

Most teachers who use the analytical model prefer to keep a tally of total points earned during the grading period, then base the grade on a percentage of points possible for that period (student earns 40 points out of a possible 45). Of course, other factors such as participation in the writing process or evidence of improvement or effort may play a role, too, depending on how you usually grade students' work. See Section 3 for more ideas.

9. What if I don't get through all six traits by the end of the year?

Relax! It is far preferable to spend plenty of time on the first three - - Ideas and Content, Organization, and Voice - - than rush to "cover" all six. Use lots of examples from literature and the writing all around us, score and discuss plenty of papers, and by all means, give students lots of practice revising for each trait you teach.

10. As students move from one trait to another, are they still responsible for the first trait(s) they learned?

Sure. But when you move from Ideas to Voice, as an example, you might want to focus just on voice for a while. Then you can say, "Remember, Ideas are still important. In your next piece of writing, I want you to concentrate on making both Ideas and Voice strong."

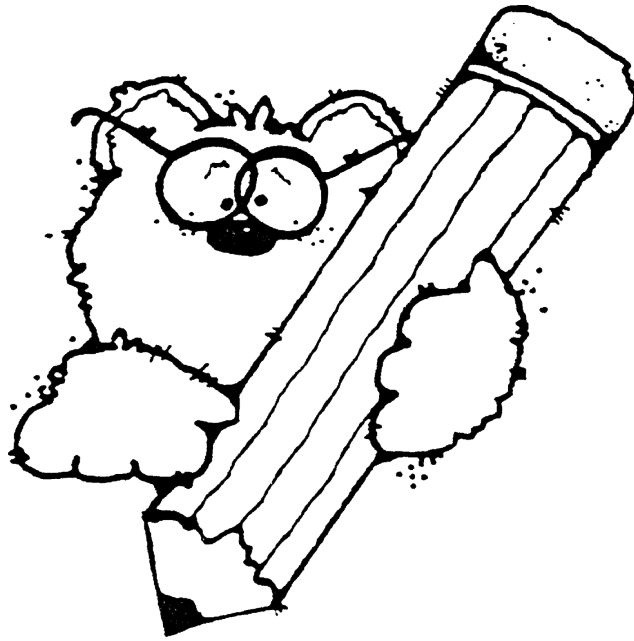
11. Is there ever a time when all the traits come together?

Of course. They're never really separated. It's just that revision is such a big task, it's very helpful to student writers if we allow them to break it into manageable chunks. Think of it this way: Swimming is one coordinated activity, too; however, it might help a beginning swimmer to focus just on breathing for a while, then arm strokes, then kicking, etc. Eventually, she has to be able to pull everything together.

12. Suppose I teach middle school and my students have already learned the traits at the elementary school level?

Never fear. There's always more to learn. Review never hurts - - and some students may be new. Need more of a challenge? Score more difficult, more complex papers. Score papers for three, four, five or all six traits at once. Give students plenty of opportunity to show what they know through skillful revision - - or perhaps a written evaluation of someone else's work. Keep portfolios. Students can use the traits as a basis for selecting best work or judging their own level of growth.

Ideas and Content



Ideas: the link to instruction

Any activity that allows students to practice:

- Prewriting
- Generating ideas from thought/experience
- Borrowing ideas from other writers
- Keeping journals
- Knowing the purpose of writing
- Moving from broad topic to focused theme
- Learning to observe carefully
- Developing thinking skills (comparison, analysis, inference)

Six Trait Writing Warm-ups

Trait #1: Ideas

Preparation	Exercise	Follow-up
Write on the board: “Why I Don’t Have My Homework”	List a few possible reasons students could come up with for not having homework in on time. Have students add to the list. Encourage “imaginative” reasons.	Talk about the way imaginative ideas make a topic more “fun”.
Write on the board: “Why I’m Late for School”	List a few possible excuses. Have students add to the list – the more imaginative, the better.	Talk about using the imagination to add interest to a simple topic.
Write on the board: “My Favorites”	Share with students some of your favorites: places, activities, foods, people, songs, books, etc. Have them create their own lists.	Save the lists in their writing folders.
Write on the board: “That Makes Me Mad!”	Tell students some things that make you mad and then have them create their own lists. Share ideas.	Save the lists in their writing folders.
Read aloud Joan Walsh Anglund’s “A Friend is Someone Who Likes You”	Have students list all the different kinds of friends they have or can think of (older, younger, pets, toys, etc.) Talk about the qualities that make a friend.	Save the lists in their writing folders.
Read aloud Joan Walsh Anglund’s “Love Is”	Talk about the many forms love can have. Have students list all the feelings and acts of kindness they can think of that are expressions of love.	Save the lists in their writing folders.
Write a nonsense word on the board – i.e.... “gerpoltz”	Ask students to write a brief advertisement that would convince someone to buy a gerpoltz. Read ads aloud to one another.	Talk about what makes ads convincing.
Tell students: “You have a broken blatnik. What are you going to do about it?”	List on the board all the things students suggest doing for a broken blatnik. Draw attention to the range of suggestions. Ask them what part their imaginations played in their suggestions.	Talk about the use of imagination to fill in the blanks.

Read Shel Silverstien’s poem “I Cannot Go To School Today” aloud.	Have the children list all the imaginary ailments they could use to convince their family that they couldn’t go to school.	Talk about how the imagination adds fun to writing.
Write on the board: “What I’d Like to Change about School”	Tell students some of the things you’d like to change and then have them create their own lists. Share ideas.	Save the lists in their writing folders.
Write on the board: 1. What 2 nd Graders Know 2. What 6 th Graders Know 3. What 9 th Graders Know	Ask students which topic they are the most capable of writing about. Ask why. Ask why writing about one of the others would probably be too difficult for them.	Talk about the importance of knowing about what you write about.
Write on the board: “Five Good Uses for a Pocket”	Have children each make a list of the five best uses they can think of (limit it to five). Share ideas. Ask students to think about which ideas appealed to them most – and why.	Contrast ideas with imagination and those with little thought.
Write on the board: 1. The Scariest Halloween 2. Radishes 3. How to Sharpen a Pencil	Ask students which story they’d want to read. Ask why. Have them suggest titles of stories they wouldn’t want to read. Then list titles of stories they would want to read.	Talk about the importance of having an interesting topic to write about.

Telling

My Grandmother was a very brave little girl.

Showing . . .

One day when my grandmother was a little girl she and her friends cut across a pasture on the way home from school. When a bull charged them, she turned, got her friends behind her, pulled out her long sewing scissors, and stuck them up the nostrils of the bull. He didn't bother them anymore.

Taken from:

Donald Murray, 1984. Write to Learn. New York: CBS College Publishing – Holt, Rinehart and Winston.

1. The Rock

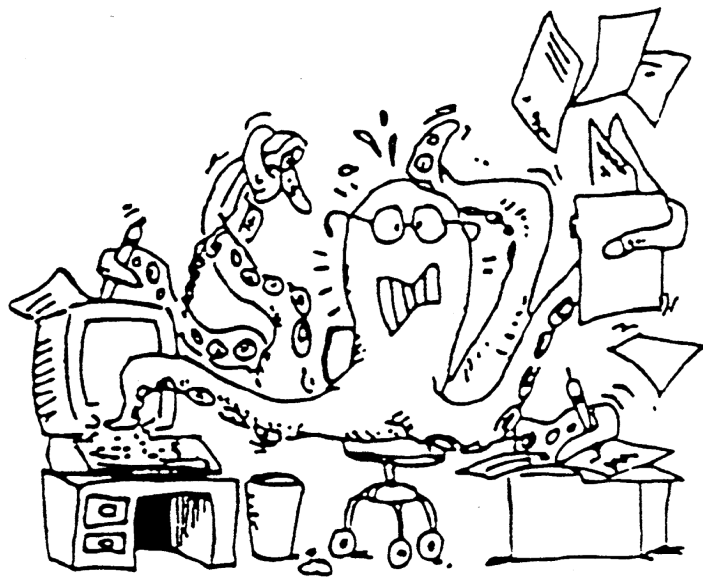
Students bring a favorite rock to class (it's OK to find one enroute!) and select a partner. One person from each pair gets one minute to talk about his/her rock.

– then it's the other person's turn to talk for one minute. After talking, students write for two minutes, then share what they have written in pairs, small groups or with the large group (as appropriate). Resource – [Everybody Needs a Rock](#) by Byrd Baylor.

2. Popcorn Reminiscence

Pop some corn during class. While corn is popping and the sounds and aroma fill the room, ask students to jot down bits of memories they associate with popping corn. At the end, they can write a story relating to popping corn. Or perhaps they can write "10 Way to Improve the Taste and Texture of Popcorn." Or how about "Why Does Popcorn Cost So Much at the Movies?" Resource – [The Popcorn Book](#) by Tomie de Paola.

Organization



Organization: the link to instruction

Any activity that allows students to practice:

- Writing a lead that hooks the reader
- Sequencing in a logical/interesting way
- Getting rid of "deadwood"
- Identifying the turning point
- Connecting ideas to a larger theme
- Linking ideas together for the reader
- Setting up a problem - then solving it
- Crafting a conclusion that ties up loose ends

Six Trait Writing Warm-ups

Trait #2: Organization

Preparation	Exercise	Follow-up
5 or 6 Scene Sequence Cards	Display the cards out of order. Ask the children what's wrong with them and what to do to make them make sense. Have someone put them in order and discuss why that's important.	Talk about the importance of order for understanding.
Set of directions for a simple activity (i.e. making a paper airplane) out of order.	Have children read jumbled directions and try to follow them. Ask what's wrong. Ask what can be done to help. Have students put directions in proper order. Ask why order is important.	Talk about the importance of order when following directions
A large wall map of a community or individual maps for each student.	Ask students to give directions as to how to get from one point (i.e., school) to another (i.e., store). Ask what will happen if directions are not given in the proper order (illustrate "mistakes" on map.)	Talk about the importance of order when giving directions.
A simple recipe (ingredients – opt) i.e... "how to make a peanut butter sandwich" with vague directions.	Have children read the recipe. Discuss how directions could be misunderstood. Opt: Illustrate by making silly sandwiches or have children draw what the sandwich could look like.	Talk about the importance of precise directions
Display the following words: before, first, second, third, next, then, last, finally.	Ask students how these words could be used in writing, what kind of writing they could be used in, and why they are important words.	Talk about how to make the order understood.
Judith Viorst's <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> .	Read aloud. Ask students what kind of order this was written in. Ask why they think it was written this way. Ask if it would be as amusing written in another way. Discuss why or why not.	Talk about the importance of order in organizing writing.

Several trade books with good beginnings.	Read the beginnings of a few books. Discuss why they think they are or are not good beginnings. Would they want to continue reading? Why or why not?	Talk about the importance of a good beginning.
Several trade books with good endings.	Read the endings of a few familiar books. Discuss why they think they are or are not good endings. How did the endings make them feel?	Talk about the importance of a good ending.
A large map of the school or individual maps for each child.	Have children give you (a visitor) oral directions for getting from your classroom to the gym (or other location). Trace their directions on the map (or have the class walk them) exactly! Did you end up in the right place – or get locked in the janitor’s closet?	Talk about the importance of giving directions in the proper sequence.
No preparation.	Have the children give you directions for what to do if you’ve swallowed a bug. Discuss and decide what you should do first, second, third, etc.?	Talk about the importance of sequence of events.

SOME WAYS TO WRITE INTRODUCTIONS

Introductions establish the direction your writing is going to take. A good introduction grabs the reader's attention and refuses to let go. But – what's a good way to begin your writing?

Here are some suggestions:

OPEN WITH A QUESTION:

Have you ever wondered how you'd survive if you found yourself alone in the wilderness?

OPEN WITH AN ANNOUNCEMENT:

This is not a cookbook for the gourmet. These recipes are strictly for the cook on a tight budget.

OPEN WITH A BOLD AND CHALLENGING STATEMENT:

Contrary to what some people think, most of our learning takes place out of school.

OPEN WITH A BOLD AND CHALLENGING STATEMENT:

"You're going to regret this." That's what my best friend Liza said as I got on the rollercoaster.

OPEN WITH A RIDDLE OR A PUZZLE THAT THE READER CAN GRAPPLE WITH:

What textbook has no pages, is miles wide, smells like a creek, and has been around for millions of years? That's right – Outdoor School.

OPEN WITH A PERSONAL EXPERIENCE:

I'm still glad I didn't cry at the funeral, though I did in my room later.

OPEN WITH HOW YOU FELT:

My hands were sweaty. My teeth wouldn't quit chattering. Prickly fingers ran up my spine. What would happen next?

SOME WAYS TO WRITE CONCLUSIONS

A conclusion brings your writing to resolution. It helps the reader tie up all loose ends, brings all the separate pieces together, and sometimes even predict the future or anticipates next steps. A good conclusion helps the reader feel or appreciate the importance of what she/he has just read, but it does NOT painstakingly tramp over old ground, re-making points the writer has already drummed into the reader's head. A good conclusion is like a wise thought – it seems it was always there, inevitable, waiting – yet, the sound is new, fresh.

WHAT'S A GOOD WAY TO END YOUR WRITING? CLOSE WITH A QUESTION THAT INVOLVES THE READER:

Alfred decides that was the last time he'd ever go on a roundup. And who can blame him?

CLOSE WITH A STATEMENT ECHOING AN IDEA THAT THE STORY/WRITING HAS ALREADY HINTED AT:

The award stated that Ms. Brown was the best teacher in the state – which was no surprise to anyone except, perhaps, Ms. Brown herself.

CLOSE WITH A HINT OF THINGS TO COME (ACTUALLY THE BEGINNING OF A NEW STORY, BURIED WITHIN THIS ONE):

Julie thought she'd better get going. She had over 200 miles to travel, and it was growing dark.

CLOSE WITH A STATEMENT SHOWING THAT SOME THINGS NEVER WILL BE RESOLVED:

We never did find out what happened to Mr. Bickle's cat. Some things seemed destined to remain a mystery.

CLOSE WITH A PERSONAL COMMENT OR RESPONSE:

Seeing a drop of water under a microscope makes a person look at a river with new eyes.

CLOSE WITH A STRONG STATEMENT SUGGESTING THE FINAL CONCLUSION YOU HOPE YOUR READER WILL DRAW:

How teachers see their students makes all the difference in how students see themselves.

CLOSE WITH AN ENDING THAT LETS THE READER “FILL IN THE BLANKS” A LITTLE:

If children were to stop watching television altogether who knows what the results might be.

We watched Adam walk down the road until he became just a tiny speck and then disappeared altogether into the dust of twilight.

CLOSE WITH A FORCEFUL ARGUMENT, NUDGING THE READER IN A PARTICULAR DIRECTION:

Cruelty to animals must be stopped now.

HINT: DO NOT close your paper or story by saying, “This has been a paper about...” Unless your reader dozed off, he/she already knows what you said. You must leave the reader something to think about. Close with a bang, not a whimper.

Useful Transitions

Transitions which can be used to show location:				
above across against along alongside amid	among around away from back of behind below	beneath beside between beyond by down	in front of inside into near off onto	on top of outside over throughout to the right under
Transitions which can be used to show time:				
about after at before during	first second third prior to till	until meanwhile today tomorrow yesterday	soon later afterward immediately finally	then next in the meantime as soon as when next week
Transitions which can be used to compare two things:				
in the same way	likewise like	similarly	also	as
Transitions which can be used to contract things (show differences):				
but however even so	yet in the meantime nevertheless	on the other hand still on the contrary	although even though	otherwise counter to as opposed
Transitions which can be used to emphasize a point:				
again to repeat	indeed with this in mind	for this reason in fact	truly to	
Transitions which can be used to conclude or summarize:				
as a result finally in conclusion	consequently thus there fore	accordingly due to in summary	in short to sum up all in all	
Transitions which can be used to add information:				
again also additionally in addition	another and besides equally important	for example for instance furthermore likewise	moreover further along with next	finally as well together with
Transitions which can be used to clarify:				
that is	put another way	for instance	to clarify	

Voice

The sun was setting as
the horse person rode back
to his cattle place.



Voice:
the link to instruction

Any activity that allows students to practice:

- Helping writers feel safe/accepted
- Noting moments of voice in writing/pictures
- Valuing and requesting diversity
- Rewarding risk-even over success
- Providing opportunities to hear the voices of others
- Writing to someone (letters, posters)
- Looking for voice in advertising, print, and non-print resources.

Six Trait Writing Warm-ups

Trait #3: Voice

Preparation	Exercise	Follow-up
2 or 3 recordings each of classical and rock and roll selections.	Play a minute of classical and then a minute of R & R. Discuss the differences you can hear. Then play a third selection and ask students to identify the Voice (Classical or R & R).	Talk about how different styles of music employ different voices.
2 or 3 recordings each of two distinctly different female (or male) singers – i.e., Dolly Parton & Whitney Houston, Rod Stewart & George Strait.	Play a bit of each singer. Discuss the differences in their voices and style of singing. Then play a third selection and have students explain how they can tell which singer it is.	Talk about how singers have their own individual voices. They don't all sound alike.
2 or 3 recordings each of different instrumental solos – i.e., one flute & one harp, or one piano & one violin.	Play a selection of each instrument. Discuss the differences in the voice of the instrument. Then play a third selection and have students explain how they can tell which instrument it is.	Talk about how each musical instrument has its own individual voice.
Pictures of paintings done by two distinctly different artists – i.e., Picasso & Van Gogh or Rembrandt & Monet	Show students a painting or two by each artist. Discuss the differences. Then show them another painting and have them explain how they can tell which artist painted it.	Talk about how each artist has a distinct “voice” in his works.
Pairs of very different greeting cards – i.e., two good luck and two sympathy cards	Show children one of each and discuss differences. Show them a third card and have them identify which “kind” it is. Discuss how they can tell.	Point out that each kind of greeting card has a voice.
Display a variety of greeting cards.	Have children compare the cards – what makes them different? Ask why different types of cards are appropriate for different occasions or different people: for a good friend’s birthday or great-grandmother’s for a holiday or a death.	Talk about the need for different voices for different occasions.

Two brief selections from age directed writing – i.e., a young child’s book and an adult novel.	Read a bit of each and ask what the difference is – and how you can tell which is meant for which.	Point out the need for different voices for different audiences.
Two brief selections from different types of writing – i.e., an encyclopedia & a mystery story	Read a paragraph or two from each. Discuss the difference in voice used by the authors. Why is each important? Which is more fun to listen to?	Talk about the purposes of different voices.
Brief selections from two distinctly different children’s authors – i.e., Dr. Seuss & R.L. Stein, or Jack Prelutsky and Arnold Lobel	Read a bit of each author and discuss the differences in voice. Then read a third selection and have the students explain how they can tell which author it is.	Talk about how each author has an individual voice.
Two student selections (from former students) one without much voice and one strong in voice.	Ask students which one sounds more like someone talking to them. Ask which is more interesting to read. Discuss why.	Point out the way voice enhances writing – makes it more interesting.
Three brief selections (from your collection) one weak voice, one with progressing in voice, one strong in voice.	Ask children which is which. Ask them to compare and contrast. Ask them to think about their own voice – how they’d like their writing to sound.	Emphasize that voices are as individual as the writer.

Word Choice



**Word Choice:
the link to instruction**

Any activity that allows students to practice:

- Building vocabulary through reading
 - anything and everything
- Brainstorming: How else could you say it?
- Learning to use resources - traditional, applications and software
- Putting "tired" words to rest
- Playing with language, dialects, formal and informal word usage
- Building power in verbs
- Practicing precision - more for less

Six Trait Writing Warm-ups

Trait #4: Word Choice

Preparation	Exercise	Follow-up
Write “loud” words – i.e., KABOOM! CRASH! ROARING, THUNDERING, EARSPLITTING!	Ask students for other “loud” words to add. Have students write down the five “quietest” or “softest” words they can think of. Have them share these words and list them on the board.	Talk about how words can convey the sound of things.
Write descriptive words for how a pillow feels – i.e., fluffy, puffy, billowy, cushiony, etc.	Ask students for other words to add. Then have them write down 5 words that describe the feeling of mud. Have them share words and list on board.	Talk about how words can convey the feel of things.
Write words that evoke smells – i.e., popcorn, brownies, roses	Have students list other words that describe pleasant smells. Then have them list words that describe unpleasant smells (sour milk, garbage, burned toast, etc.) See how many they can come up with.	Talk about how words can describe specific smells.
Write words that describe tastes – i.e., chocolatey, salty, tangy	Have students add other words that describe pleasant tastes. Then have them list words that describe unpleasant tastes (sour, burnt, HOT, etc.)	Talk about how words can describe specific tastes.
Display pictures of two very different scenes – i.e., one city & one country, or one mountain and one seashore.	Have students list other objects they see in the first picture and words that describe them. Then have them list words that describe what’s in the other scene. Compare similarities and differences.	Talk about how words can describe what you see.
Write the word “walking”	Ask students to help you make a list of all the ways someone or something could be walking (marching, scuffling, stomping, dawdling, etc.) Now add adverbs (hurriedly, leisurely, angrily, etc.) Compare these verb/adverb combinations with the simple word “walking”. Is there a difference in what you “see”?	Talk about how specific words can give you a clearer picture of what’s happening.

Display a few pictures with captions (from books or magazines) Display another picture without a caption.	Have students make up descriptive captions for the picture. Share captions. Discuss which make the picture seem more interesting and why.	Talk about how words can affect how you see things.
Have several different kinds of print advertisements.	Read the descriptions of similar objects being advertised. Ask students which they would be more likely to buy.	Talk about the importance of word choice in advertising messages.
Write on the board: “Tired Words”	List a few overused words that “need a rest” i.e. – nice, fun, big, really, etc. Have children suggest alternate words that could be used instead of these. List them next to the tired words.	Point out how much more expressive the new words can be.
Write on the board: “My Favorite Words”	List some of your favorite (expressive) words. Have each student begin their own list. Share words.	Keep lists in writing folders to refer to and add to.

VERBS WITH VERVE

Adapted from *The Play of Words* by Richard Lederer

Suppose you write: “No,” she *said* and *left* the room.

Grammatically, there is nothing wrong with this sentence. But because the verbs *say* and *leave* are among the most colorless and general in the English language, you have missed the opportunity to create a vivid word picture. Consider the alternatives:

SAID		LEFT	
apologized	jabbered	backed	sauntered
asserted	minced	bolted	skipped
blubbered	mumbled	bounded	staggered
blurted	murmured	crawled	stamped
boasted	shrieked	darted	stole
cackled	sighed	flew	strode
commanded	slurred	hobbled	strutted
drawled	snapped	lurched	stumbled
giggled	sobbed	marched	tiptoed
goaded	whispered	plodded	wandered
gurgled	whooped	pranced	whirled

OTHERS?

If you had chosen from among these vivid verbs and had crafted the sentence, “No,” she *sobbed* and *stumbled out of the room*, you would have crafted a powerful picture of someone quite distraught.

Here are brief descriptions of different people. Choosing from your two lists for *said* and *left*, fill in the blanks of the sentence.

“No,” s/he _____ and _____ the room.

- | | |
|--------------------------|------------------------|
| 1. an angry person | 10. a happy person |
| 2. a toddler | 11. someone in a hurry |
| 3. a braggart | 12. an injured person |
| 4. a confused person | 13. a military officer |
| 5. a cowboy/cowgirl | 14. a sneaky person |
| 6. someone crying | 15. a timid person |
| 7. an embarrassed person | 16. a tired person |
| 8. an excited person | |
| 9. a frightened person | |

Sentence Fluency



Sentence Fluency: the link to instruction

**Any activity that allows students
to practice:**

- Developing an ear by reading aloud
 - literature, journalism, poetry, whatever
- Practicing free-writing to make writing flow
- Using choral reading to hear phrasing
- Writing poetry
- Playing with sentences: beginning different ways, revising problem sentences, working toward parallel structure, building sentence length and variety

Six Trait Writing Warm-ups

Trait #5: Sentence Fluency

Preparation	Exercise	Follow-up
A selection from a decodable pre-primer and a selection from a good anthology	Read each aloud. Ask which is more enjoyable to listen to. Ask why. (Direct discussion toward choppy vs. smooth)	Point out how adding some longer sentences makes the selection read smoother.
A few limericks	Read the limericks aloud. Ask what makes them fun to listen to and read.	Talk about how writing can “flow” easily.
A few nursery rhymes (display on overhead or have copies for each child)	Read the rhymes chorally. Ask what makes them easy to read aloud together. Emphasize the flow.	Talk about how words can fit together in an easy way.
Display a selection (from your collection) full of sentence fragments.	Ask students what’s wrong with the selection. Then ask them to help you rewrite the selection making complete sentences. Read it aloud and have the children compare the way it sounded before and after.	Talk about the importance of sentence structure.
Display a selection full of short (3 and 4 word) sentences – i.e. We came home. We ate cookies. We play games ... etc.	Write on the board: “After school, we rode our bikes home and shared a plate of homemade chocolate chip cookies. Then we decided to play a quick game of Chinese Checkers followed by our favorite, Monopoly.” Ask students which sounds better and why.	Talk about ways to make sentence flow better.
Display a sentence with too many adjectives or too long a listing of objects.	Ask students to help you rewrite the sentence as two or three more manageable sentences. See if these read more easily.	Point out the need not to cram too much into one sentence.

Display an example of good sentence fluency (from your collection).	Have children count the words in each sentence. Ask them what they notice about the sentence lengths	Talk about the need to vary sentence length.
Display an example of poor sentence fluency (from your collection).	Ask children to help you rewrite it, varying sentence lengths. See if that improves it.	Point out how varying sentence lengths can improve writing.
Display a selection (from your collection) in which many of the sentences begin in the same way.	Ask students what they notice. Ask them how it could be improved. Ask them to help you rewrite it. Compare how the two versions sound when read aloud.	Point out the need for variety in sentence beginnings.
Display a selection (from your collection) of an “endless sentence”. (and, and, and ...)	Ask students what’s wrong with it and then ask for suggestions as to how to break it up into manageable sentences. Ask why it’s important in good writing not to go on and on and on.	Emphasize that longer is not always better.

Writing Conventions



**Conventions:
the link to instruction**

Any activity that allows students to practice:

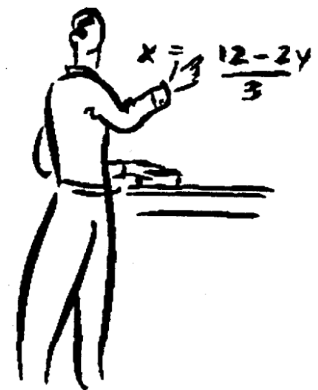
- Identifying reason for editing
- Understanding the difference between revision and editing
- Keeping editing in proportion - ideas come first
- Learning/using editing symbols
- Thinking like an editor
- Developing a proofreader's eye
- Letting students be their own editors
- Providing resources, time, support

EDITOR'S SYMBOLS

- Ⓜ spelling error
- ¶ indent (paragraph)
- ~~¶~~ not needed
- ^ add
- ^ add a comma
- “ ” add quotation marks
- ⊙ add a period
- ≡ capitalize
- / make a small letter
- ↺ reverse order
- R/O run on sentence
- INC incomplete
- ? confusion - not clear
- ✂ take out

USING SAMPLE PAPERS

1. Display sample papers and hand out hard copies too, if you wish.
2. Read each paper ALOUD. Papers play differently to the eye and ear.
3. Discuss ONE trait at a time. This keeps students from making overly general comments, e.g., “It was a pretty good paper,” or “This paper needs work.”
4. Encourage students to be very specific, expansive, and articulate in their comments. What is “pretty good” about the paper? What “needs work?”
5. Return to a paper, to discuss another trait. Just because you’ve rated “My Cats” for Ideas doesn’t mean you shouldn’t also later score it for Organization, Voice, etc.
6. Ask students to score papers *individually* first, and to write their scores down on paper. Then, ask them to discuss their scores with a partner or in a small group (3 or 4), and to resolve discrepancies by using a scoring guide.
7. Following small-group (or paired) discussions, you can have a large- group (whole class) discussion of a paper, if you wish. Wait till everyone has voted to tell them how *you* would score the paper.



Scoring Rubrics

K – 1st Grade Informative/Explanatory/Research Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas and Content	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates an illustration that is confusing to the audience <input type="checkbox"/> No words attempted <input type="checkbox"/> No facts are present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates an illustration that is somewhat focused on the topic <input type="checkbox"/> Some inventive words are attempted, but no clear idea is present <input type="checkbox"/> Words and illustration may not appear to be connected <input type="checkbox"/> Facts are limited in the illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates an illustration that is focused on the topic <input type="checkbox"/> Words are adequately attempted <input type="checkbox"/> Words and illustration appear to be connected <input type="checkbox"/> Facts are present in illustration and/or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates an illustration that is detailed <input type="checkbox"/> Words are used effectively <input type="checkbox"/> Words and illustration are connected <input type="checkbox"/> Facts are clearly present in the words and illustration
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present but picture conveys no message <input type="checkbox"/> No apparent sequence/organization of facts are shown 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and picture conveys limited message <input type="checkbox"/> Words and illustration attempt to show sequence/organization of facts 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and picture conveys writer's message <input type="checkbox"/> Words and illustration adequately show sequence/organization of facts 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and detailed picture conveys writer's message <input type="checkbox"/> Words and illustration strongly show sequence/organization of facts
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is not apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is somewhat apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is apparent in illustration and/or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is strongly apparent in illustration and words
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> No factual details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited factual details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong factual details are present

Fluency	<input type="checkbox"/> Sentence structure is not used	<input type="checkbox"/> Sentence structure is attempted	<input type="checkbox"/> Sentence structure is mostly correct	<input type="checkbox"/> Sentence structure is used correctly
Conventions	<input type="checkbox"/> Letters are written randomly	<input type="checkbox"/> Capitalization is attempted <input type="checkbox"/> Punctuation is attempted <input type="checkbox"/> Inventive spelling is used most of the time	<input type="checkbox"/> Capitalization is used at the beginning of sentences <input type="checkbox"/> Punctuation is used at the end of sentences <input type="checkbox"/> Inventive and accurate spelling is used	<input type="checkbox"/> Capitalization is used at the beginning of sentences and for proper names <input type="checkbox"/> Punctuation is used at the end of sentences and for all types of sentences <input type="checkbox"/> Accurate spelling is used most of the time <input type="checkbox"/> Sentence structure is used correctly

Teacher Notes: Kindergarten writes a minimum of three sentences that show a sequence or an organizational pattern to present facts.

-Students may make connections between illustration and words orally.

1st grade writes a minimum of a three-sentence paragraph with a sequence or an organizational pattern to present facts.

2nd- 3rd Grade Informative/Explanatory/Research Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is not focused on the topic <input type="checkbox"/> Factual details are missing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea has limited focus on the topic <input type="checkbox"/> Factual details are limited 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is mostly focused on the topic <input type="checkbox"/> Factual details are adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is strongly focused on the topic <input type="checkbox"/> Factual details are effective and support the topic
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no organization in writing <input type="checkbox"/> Introduction is not present <input type="checkbox"/> No transitions are used <input type="checkbox"/> Sentence structure/paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows limited organization in writing <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Some transitions are used but may be ineffective <input type="checkbox"/> Sentence structure/paragraphing is attempted <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows adequate organization in writing <input type="checkbox"/> Introduction is adequate <input type="checkbox"/> Transitions are used and are usually effective <input type="checkbox"/> Sentence structure/paragraphing is adequate <input type="checkbox"/> Conclusion is adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows effective organization in writing <input type="checkbox"/> Introduction is strong <input type="checkbox"/> Transitions are used effectively <input type="checkbox"/> Sentence structure/paragraphing is strong <input type="checkbox"/> Conclusion is strong
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and audience
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> No content vocabulary is used <input type="checkbox"/> Limited and/or repetitive vocabulary is used throughout (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited content vocabulary is used <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Content vocabulary is used adequately <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice becomes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> Content vocabulary is effectively used <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)

Fluency	<input type="checkbox"/> Sentence fragments and run-ons throughout	<input type="checkbox"/> Use of MOSTLY simple sentences with some fragments and run-ons	<input type="checkbox"/> Use of simple and/or compound sentences with limited fragments and run-ons	<input type="checkbox"/> Use of simple and compound sentence with no fragments and run-ons
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors *That interfere with comprehension	<input type="checkbox"/> Limited capitalization errors* <input type="checkbox"/> Limited punctuation errors* <input type="checkbox"/> Limited spelling errors *That DO NOT interfere with comprehension	<input type="checkbox"/> Few to No capitalization errors* <input type="checkbox"/> Few to No punctuation errors* <input type="checkbox"/> Few to No spelling errors <input type="checkbox"/> Includes list of sources used *With NO interference with comprehension

Teacher Notes: 2nd grade writes a minimum of a single five-sentence paragraph.

3rd grade writes a minimum of two paragraphs.

4th-5th Grade Informative/Explanatory/Research Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is not stated <input type="checkbox"/> Supporting details and body paragraphs are missing, unrelated or not factual to the topic <input type="checkbox"/> Sentences are unrelated to topic and may confuse the audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is present but weak <input type="checkbox"/> Supporting details and body paragraphs are present but, at times, unrelated or not factual to the topic <input type="checkbox"/> Sentences are, at times, unrelated to the topic and may confuse the audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is clear <input type="checkbox"/> Supporting details and body paragraphs are clear and/or factual and relative to the topic. <input type="checkbox"/> Sentences are related to the topic and do not confuse the audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's main idea is evident and relevant <input type="checkbox"/> Supporting details and body paragraphs are clear and factual and relative to the topic <input type="checkbox"/> Sentences are strongly related to the topic and engage the audience
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows little understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body, and conclusion is limited <input type="checkbox"/> Transitions are attempted, but may be incorrect <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Transitions are used functionally <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is strong <input type="checkbox"/> Structural development of an introduction, body, and conclusion is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the writing
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and audience

Word Choice	<input type="checkbox"/> No content vocabulary is used <input type="checkbox"/> Language is neither specific, precise, nor varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice)	<input type="checkbox"/> Limited content vocabulary is used <input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly)	<input type="checkbox"/> Content vocabulary is used adequately <input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice becomes charming)	<input type="checkbox"/> Content vocabulary is effectively used <input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<input type="checkbox"/> Use of ONLY simple sentences	<input type="checkbox"/> Use of MOSTLY simple sentences	<input type="checkbox"/> Use of simple and compound sentences throughout	<input type="checkbox"/> Use of simple, compound, and complex sentences
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> Sources are not used and missing *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors* <input type="checkbox"/> One source used and listed *That interfere with comprehension	<input type="checkbox"/> Limited capitalization errors* <input type="checkbox"/> Limited punctuation errors* <input type="checkbox"/> Limited spelling errors <input type="checkbox"/> Multiple sources used and provided list *That DO NOT interfere with comprehension	<input type="checkbox"/> Few to No capitalization errors* <input type="checkbox"/> Few to No punctuation errors* <input type="checkbox"/> Few to No spelling errors <input type="checkbox"/> Multiple sources used and provided list using a standard format *With NO interference with comprehension

Teacher Notes: 4th grade writes a minimum of a three-paragraph essay.

5th grade writes a minimum of a four to five paragraph essay that has an introduction, multiple body, and conclusion paragraphs.

6th-8th Grade Informative/Explanatory/Research Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is not stated <input type="checkbox"/> Supporting details and body paragraphs are missing and/or not based on research <input type="checkbox"/> Many details are inaccurate <input type="checkbox"/> Sentences are unrelated to topic and may confuse the audience <input type="checkbox"/> Audience's questions are not anticipated 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is stated but vague <input type="checkbox"/> Supporting details and body paragraphs are limited and/or not based on research <input type="checkbox"/> Some details are inaccurate <input type="checkbox"/> Sentences are, at times, unrelated to topic and may confuse the audience <input type="checkbox"/> Audience's questions are rarely anticipated 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is adequate <input type="checkbox"/> Supporting details and body paragraphs are adequate and based on research <input type="checkbox"/> Most details are accurate <input type="checkbox"/> Sentences are related to topic and don't confuse the audience <input type="checkbox"/> Audience's questions are sometimes anticipated and answered 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is strong <input type="checkbox"/> Supporting details and body paragraphs are effective and based on research <input type="checkbox"/> Details are accurate <input type="checkbox"/> Sentences are related to topic and engage the audience <input type="checkbox"/> Audience's questions are anticipated and answered
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows little understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body, and conclusion is limited <input type="checkbox"/> Transitions are attempted, but may be incorrect <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Transitions are used functionally. <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is strong <input type="checkbox"/> Structural development of an introduction, body, and conclusion is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the writing
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and audience

Word Choice	<input type="checkbox"/> No content vocabulary is used <input type="checkbox"/> Language is neither specific, precise, nor varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice)	<input type="checkbox"/> Limited content vocabulary is used <input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly)	<input type="checkbox"/> Content vocabulary is used adequately <input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice becomes charming)	<input type="checkbox"/> Content vocabulary is effectively used <input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<input type="checkbox"/> Use of ONLY simple sentences <input type="checkbox"/> No variety in length and sentence structure	<input type="checkbox"/> Use of simple and compound sentences throughout <input type="checkbox"/> Limited variety in length and sentence structure	<input type="checkbox"/> Use of simple, compound, and complex sentences used throughout <input type="checkbox"/> Some variety in length and sentence structure	<input type="checkbox"/> Use of simple, compound, and complex sentences throughout <input type="checkbox"/> Variety in length and structure throughout
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors *That interfere with comprehension <input type="checkbox"/> Works Cited is missing <input type="checkbox"/> No in-text citations	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors* <input type="checkbox"/> Use of MOSTLY simple sentences *That interfere with comprehension <input type="checkbox"/> Works Cited is attempted but not complete <input type="checkbox"/> In-text citations attempted but are not complete and/or formatted correctly	<input type="checkbox"/> Limited capitalization errors* <input type="checkbox"/> Limited punctuation errors* <input type="checkbox"/> Limited spelling errors* *That DO NOT interfere with comprehension <input type="checkbox"/> Works Cited is complete with few formatting errors <input type="checkbox"/> In-text citations are complete and/or formatted correctly	<input type="checkbox"/> Few to No capitalization errors* <input type="checkbox"/> Few to No punctuation errors* <input type="checkbox"/> Few to No spelling errors* *With NO interference with comprehension <input type="checkbox"/> Works Cited is complete with correct formatting <input type="checkbox"/> In-text citations are complete and formatted correctly

Teacher Notes: In text citations are optional for 6th grade and required for 7th and 8th.

9th-12th Grade Informative/Explanatory/Research Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is not stated <input type="checkbox"/> Supporting details and body paragraphs are missing and/or not based on research <input type="checkbox"/> Many details are inaccurate <input type="checkbox"/> Sentences are unrelated to topic and may confuse the audience <input type="checkbox"/> Audience's questions are not anticipated 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is stated but vague <input type="checkbox"/> Supporting details and body paragraphs are limited and/or not based on research <input type="checkbox"/> Some details are inaccurate <input type="checkbox"/> Sentences are, at times, unrelated to topic and may confuse the audience <input type="checkbox"/> Audience's questions are rarely anticipated 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is adequate <input type="checkbox"/> Supporting details and body paragraphs are adequate and based on research <input type="checkbox"/> Most details are accurate <input type="checkbox"/> Sentences are related to topic and don't confuse the audience <input type="checkbox"/> Audience's questions are sometimes anticipated and answered 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's thesis is strong <input type="checkbox"/> Supporting details and body paragraphs are effective and based on research <input type="checkbox"/> Details are accurate <input type="checkbox"/> Sentences are related to topic and engage the audience <input type="checkbox"/> Audience's questions are anticipated and answered
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows little understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body, and conclusion is limited <input type="checkbox"/> Transitions are attempted, but may be incorrect <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Transitions are used functionally <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is strong <input type="checkbox"/> Structural development of an introduction, body, and conclusion is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the writing
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and audience

Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> No content vocabulary is used <input type="checkbox"/> Language is neither specific, precise, nor varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited content vocabulary is used <input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Content vocabulary is used adequately <input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice becomes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> Content vocabulary is effectively used <input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> No variety of sentence structure is used <input type="checkbox"/> Excessive amounts of run-ons and/or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited variety of sentence structures are used <input type="checkbox"/> Several run-ons and/or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Some variety of sentence structures used <input type="checkbox"/> Few, if any, run-on and/or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Variety of sentence structure and length is used throughout <input type="checkbox"/> Run-ons and/or fragments, if used, are included for effect
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits a number and type of errors in mechanics, usage, and grammar that interfere with the audience's comprehension <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> Many run-ons or fragments or both <input type="checkbox"/> Serious and frequent punctuation errors <input type="checkbox"/> No in-text citations are given for information taken from an outside source <input type="checkbox"/> No works cited is included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits errors in mechanics, usage, and grammar that interfere with the audience's comprehension at times <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Distracting errors in punctuation <input type="checkbox"/> Some in-text citations are given, but it seems some are missing <input type="checkbox"/> Works cited is included, but incorrectly formatted 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits few errors in mechanics, usage, and grammar, but they do not interfere with the audience's comprehension <input type="checkbox"/> Few, if any, spelling errors <input type="checkbox"/> Errors in punctuation, if any, do not distract the audience <input type="checkbox"/> In-text citations are adequately used to credit the work of others <input type="checkbox"/> Works cited is included and mostly correctly formatted 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits almost no mechanics, usage, and grammar errors. <input type="checkbox"/> Free of spelling errors <input type="checkbox"/> Few, if any errors in punctuation <input type="checkbox"/> In-text citations are consistently used to credit the work of others <input type="checkbox"/> Works cited is included and properly formatted

K-1st Grade Narrative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative illustration that is confusing to the audience <input type="checkbox"/> No words attempted <input type="checkbox"/> Storyline is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative illustration that is somewhat focused <input type="checkbox"/> Some inventive words are attempted, but no clear idea is present <input type="checkbox"/> Words and illustration may not appear to be connected <input type="checkbox"/> Storyline is somewhat present in the illustration 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative illustration that is focused <input type="checkbox"/> Words are adequately attempted <input type="checkbox"/> Words and illustration appear to be connected <input type="checkbox"/> Storyline is present in the words and/or illustration 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative illustration that is detailed <input type="checkbox"/> Words are used effectively <input type="checkbox"/> Words and illustration are connected <input type="checkbox"/> Storyline is clearly present in the words and illustration
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present but picture conveys no message <input type="checkbox"/> No apparent sequence is shown 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and picture conveys limited message <input type="checkbox"/> Words and illustration attempt to show sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and picture conveys writer's message <input type="checkbox"/> Words and illustration adequately show sequence 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and detailed picture conveys writer's message <input type="checkbox"/> Words and illustration strongly show sequence
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is not apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is somewhat apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is apparent in illustration and/or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is strongly apparent in illustration and words
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration and words are not used to create a visual picture for the audience <input type="checkbox"/> No details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration and words create a limited visual picture for the audience <input type="checkbox"/> Limited details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration and/or words create a visual picture for the audience <input type="checkbox"/> Adequate details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration and words create a detailed visual picture for the audience <input type="checkbox"/> Strong details are present
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence structure is not used 	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence structure is attempted 	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence structure is mostly correct 	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence structure is used correctly

Conventions	<input type="checkbox"/> Letters are written randomly	<input type="checkbox"/> Capitalization is attempted <input type="checkbox"/> Punctuation is attempted <input type="checkbox"/> Inventive spelling is used most of the time	<input type="checkbox"/> Capitalization is used at the beginning of sentences <input type="checkbox"/> Punctuation is used at the end of sentences <input type="checkbox"/> Inventive and accurate spelling is used	<input type="checkbox"/> Capitalization is used at the beginning of sentences and for proper names <input type="checkbox"/> Punctuation is used at the end of sentences for all types of sentences <input type="checkbox"/> Accurate spelling is used most of the time
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Teacher Notes:

Kindergarten writes a minimum of 3 sentences.

-Students may orally tell beginning, middle, and end along with their drawing, dictation, and/or writing.

1st Grade writes a minimum of a 3-sentence paragraph that includes a beginning, middle, and end.

2nd-3rd Grade Narrative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is confusing to the audience <input type="checkbox"/> Main idea is undeveloped <input type="checkbox"/> Supporting details are missing <input type="checkbox"/> Storyline is often repetitious, disconnected, or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that, at times, is confusing to the audience <input type="checkbox"/> Main idea is present but weak <input type="checkbox"/> Supporting details are limited and, at times, weak <input type="checkbox"/> Storyline, at times, is repetitious, disconnected, or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is clear to the audience <input type="checkbox"/> Main idea is present and adequate <input type="checkbox"/> Supporting details are adequate and focused <input type="checkbox"/> Storyline is clear and conveys the writer's message 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is engaging to the audience <input type="checkbox"/> Main idea is strong <input type="checkbox"/> Supporting details are elaborate and focused <input type="checkbox"/> Storyline is strong and clearly conveys the writer's message
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development (beginning, middle or end) of the story is not present or weak <input type="checkbox"/> No transitions are used <input type="checkbox"/> Sentences/paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows limited understanding of the audience <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Body (beginning, middle or end) of the story is present but underdeveloped <input type="checkbox"/> Some transitions are used but may be repetitive <input type="checkbox"/> Sentences/paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience. <input type="checkbox"/> Introduction is adequate <input type="checkbox"/> Body (beginning, middle or end) of the story is functional <input type="checkbox"/> Transitions are used adequately <input type="checkbox"/> Sentences/paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the story 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience <input type="checkbox"/> Introduction is strong <input type="checkbox"/> Body (beginning, middle or end) of the story is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Sentences/paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the story
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is weak and conveys limited sense of the writer <input type="checkbox"/> No dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present, but conveys limited sense of the writer <input type="checkbox"/> Limited dialogue is used or misused 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present, and conveys a sense of the writer <input type="checkbox"/> Dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" conveys a strong sense of the writer <input type="checkbox"/> Dialogue is used effectively

Word Choice	<input type="checkbox"/> Word choice does not create a visual picture for the audience <input type="checkbox"/> Word choice is neither specific, precise, nor varied (i.e., nice)	<input type="checkbox"/> Word choice creates a limited visual picture for the audience <input type="checkbox"/> Word choice is, at times, specific, precise, or varied. (i.e., nice becomes friendly)	<input type="checkbox"/> Word choice creates a visual picture for the audience <input type="checkbox"/> Word choice is mostly specific, precise, and/or varied (i.e., friendly becomes charming)	<input type="checkbox"/> Word choice creates a strong visual picture for the audience <input type="checkbox"/> Word choice is specific, precise, and varied (i.e., charming becomes compassionate)
Fluency	<input type="checkbox"/> Use of only simple sentences <input type="checkbox"/> Sentence fragments and/or run-ons throughout	<input type="checkbox"/> Use of mostly simple sentences <input type="checkbox"/> Some fragments and/or run-ons	<input type="checkbox"/> Use of simple and/or compound sentences <input type="checkbox"/> Few fragments and/or run-ons	<input type="checkbox"/> Use of simple and compound sentences <input type="checkbox"/> No fragments and/or run-ons
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors *That interfere with comprehension	<input type="checkbox"/> Limited capitalization errors* <input type="checkbox"/> Limited punctuation errors* <input type="checkbox"/> Limited spelling errors* *That DO NOT interfere with comprehension	<input type="checkbox"/> Few to No capitalization errors* <input type="checkbox"/> Few to No punctuation errors* <input type="checkbox"/> Few to No spelling errors *With NO interference with comprehension

Teacher Notes:

2nd Grade writes a minimum of a narrative in a five-sentence paragraph.

3rd Grade writes a minimum of a narrative in three-paragraphs.

4th-5th Grade Narrative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is confusing to the audience <input type="checkbox"/> Main idea is undeveloped <input type="checkbox"/> Supporting details are missing <input type="checkbox"/> Storyline is often repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that, at times, is confusing to the audience <input type="checkbox"/> Main idea is present but weak <input type="checkbox"/> Supporting details are limited and, at times, weak <input type="checkbox"/> Storyline, at times, is repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is clear to the audience <input type="checkbox"/> Main idea is present and adequate <input type="checkbox"/> Supporting details are adequate and focused <input type="checkbox"/> Storyline is clear and conveys the writer’s message 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is engaging to the audience <input type="checkbox"/> Main idea is strong <input type="checkbox"/> Supporting details are elaborate and focused <input type="checkbox"/> Storyline is strong and clearly conveys the writer’s message
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Body (beginning, middle or end) of the story is not present or weak <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows limited understanding of the audience <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Body (beginning, middle or end) of the story is present but underdeveloped <input type="checkbox"/> Some transitions are used but may be repetitive <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience <input type="checkbox"/> Introduction is adequate <input type="checkbox"/> Body (beginning, middle or end) of the story is functional <input type="checkbox"/> Transitions are used adequately <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the story 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience <input type="checkbox"/> Introduction is strong <input type="checkbox"/> Body (beginning, middle or end) of the story is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the story
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer’s “voice” is weak and conveys limited sense of the writer <input type="checkbox"/> No dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer’s “voice” is present but conveys limited sense of the writer <input type="checkbox"/> Limited dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer’s “voice” is present and conveys a sense of the writer <input type="checkbox"/> Dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer’s “voice” conveys a strong sense of the writer <input type="checkbox"/> Dialogue is used effectively
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer does not create a visual picture for the audience <input type="checkbox"/> Word choice is neither specific, precise, nor varied (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a limited visual picture for the audience <input type="checkbox"/> Word choice is, at times, specific, precise, or varied. (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a visual picture for the audience <input type="checkbox"/> Word choice is mostly specific, precise, and/or varied (i.e., friendly becomes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a strong visual picture for the audience <input type="checkbox"/> Word choice is specific, precise, and varied (i.e., charming becomes compassionate)

Fluency	<input type="checkbox"/> Use of ONLY simple sentences	<input type="checkbox"/> Use of MOSTLY simple sentences	<input type="checkbox"/> Use of simple and compound sentences throughout	<input type="checkbox"/> Use of simple, compound, and complex sentences
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors <input type="checkbox"/> *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors <input type="checkbox"/> *That DO NOT interfere with comprehension	<input type="checkbox"/> Few to no capitalization errors* <input type="checkbox"/> Few to no punctuation errors* <input type="checkbox"/> Few to no spelling errors <input type="checkbox"/> *With NO interference with comprehension

Teacher Notes:

4th grade writes a minimum of a 3-paragraph essay.

5th grade writes a minimum of a 4 to 5-paragraph essay that includes an introduction, body, and conclusion paragraphs.

6th-8th Grade Narrative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is confusing to the audience <input type="checkbox"/> Main idea is undeveloped <input type="checkbox"/> Supporting details are missing <input type="checkbox"/> Storyline is often repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that, at times, is confusing to the audience <input type="checkbox"/> Main idea is present but weak <input type="checkbox"/> Supporting details are limited and, at times, weak <input type="checkbox"/> Storyline, at times, is repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is clear to the audience <input type="checkbox"/> Main idea is present and adequate <input type="checkbox"/> Supporting details are adequate and focused <input type="checkbox"/> Storyline is clear and conveys the writer's message 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is engaging to the audience <input type="checkbox"/> Main idea is strong <input type="checkbox"/> Supporting details are elaborate and focused <input type="checkbox"/> Storyline is strong and clearly conveys the writer's message
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Body (beginning, middle or end) of the story is not present or weak <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows limited understanding of the audience <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Body (beginning, middle or end) of the story is present but underdeveloped <input type="checkbox"/> Some transitions are used but may be repetitive <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience <input type="checkbox"/> Introduction is adequate <input type="checkbox"/> Body (beginning, middle or end) of the story is functional <input type="checkbox"/> Transitions are used adequately <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the story 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience <input type="checkbox"/> Introduction is strong <input type="checkbox"/> Body (beginning, middle or end) of the story is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the story
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is weak and conveys limited sense of the writer <input type="checkbox"/> No dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present but conveys limited sense of the writer <input type="checkbox"/> Limited dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present and conveys a sense of the writer <input type="checkbox"/> Dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" conveys a strong sense of the writer <input type="checkbox"/> Dialogue is used effectively

Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer does not create a visual picture for the audience <input type="checkbox"/> Word choice is neither specific, precise, nor varied (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a limited visual picture for the audience <input type="checkbox"/> Word choice is, at times, specific, precise, or varied. (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a visual picture for the audience <input type="checkbox"/> Word choice is mostly specific, precise, and/or varied (i.e., friendly becomes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a strong visual picture for the audience <input type="checkbox"/> Word choice is specific, precise, and varied (i.e., charming becomes compassionate)
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use of ONLY simple sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of MOSTLY simple and compound sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, and complex sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, complex, compound-complex sentences
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent capitalization errors <input type="checkbox"/> Frequent punctuation errors <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> Grammar and usage errors are frequent and distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Some capitalization errors <input type="checkbox"/> Some punctuation errors <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Grammar and usage errors distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited capitalization errors <input type="checkbox"/> Limited punctuation errors <input type="checkbox"/> Limited spelling errors <input type="checkbox"/> Grammar and usage are generally accurate and do not distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Few to no capitalization errors <input type="checkbox"/> Few to no punctuation errors <input type="checkbox"/> Few to no spelling errors <input type="checkbox"/> Grammar and usage are accurate

9th-12th Grade Narrative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is confusing to the audience <input type="checkbox"/> Main idea is undeveloped <input type="checkbox"/> Supporting details are missing <input type="checkbox"/> Storyline is often repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that, at times, is confusing to the audience <input type="checkbox"/> Main idea is present but weak <input type="checkbox"/> Supporting details are limited and, at times, weak <input type="checkbox"/> Storyline, at times, is repetitious, disconnected or random 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is clear to the audience <input type="checkbox"/> Main idea is present and adequate <input type="checkbox"/> Supporting details are adequate and focused <input type="checkbox"/> Storyline is clear and conveys the writer's message 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a narrative that is engaging to the audience <input type="checkbox"/> Main idea is strong <input type="checkbox"/> Supporting details are elaborate and focused <input type="checkbox"/> Storyline is strong and clearly conveys the writer's message
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Body (beginning, middle or end) of the story is not present or weak <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows limited understanding of the audience <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Body (beginning, middle or end) of the story is present but underdeveloped <input type="checkbox"/> Some transitions are used but may be repetitive <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience <input type="checkbox"/> Introduction is adequate <input type="checkbox"/> Body (beginning, middle or end) of the story is functional <input type="checkbox"/> Transitions are used adequately <input type="checkbox"/> Paragraphing is generally consistent <input type="checkbox"/> Conclusion adequately wraps up the story 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience <input type="checkbox"/> Introduction is strong <input type="checkbox"/> Body (beginning, middle or end) of the story is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the story
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is weak and conveys limited sense of the writer <input type="checkbox"/> No dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present but conveys limited sense of the writer <input type="checkbox"/> Limited dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is present and conveys a sense of the writer <input type="checkbox"/> Dialogue is used 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" conveys a strong sense of the writer <input type="checkbox"/> Dialogue is used effectively

Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer does not create a visual picture for the audience <input type="checkbox"/> Word choice is neither specific, precise, nor varied (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a limited visual picture for the audience <input type="checkbox"/> Word choice is, at times, specific, precise, or varied. (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a visual picture for the audience <input type="checkbox"/> Word choice is mostly specific, precise, and/or varied (i.e., friendly becomes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer creates a strong visual picture for the audience <input type="checkbox"/> Word choice is specific, precise, and varied (i.e., charming becomes compassionate)
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use of ONLY simple sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of MOSTLY simple and compound sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, and complex sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, complex, compound-complex sentences
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Frequent capitalization errors <input type="checkbox"/> Frequent punctuation errors <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> Grammar and usage errors are frequent and distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Some capitalization errors <input type="checkbox"/> Some punctuation errors <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Grammar and usage errors distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited capitalization errors <input type="checkbox"/> Limited punctuation errors <input type="checkbox"/> Limited spelling errors <input type="checkbox"/> Grammar and usage are generally accurate and do not distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Few to No capitalization errors <input type="checkbox"/> Few to No punctuation errors <input type="checkbox"/> Few to No spelling errors <input type="checkbox"/> Grammar and usage are accurate

K-1st Grade Opinion Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer does not introduce a topic <input type="checkbox"/> Does not state an opinion <input type="checkbox"/> Does not provide a reason to support opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer introduces a topic but does not stay on topic <input type="checkbox"/> Opinion stated is unclear <input type="checkbox"/> Reasoning for opinion is unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer introduces a topic and generally stays on topic <input type="checkbox"/> Opinion is stated and focused on topic <input type="checkbox"/> Reasoning for opinion is stated 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer introduces a topic and stays on topic <input type="checkbox"/> A clear opinion is stated and focused on topic <input type="checkbox"/> Clear reasoning for opinion is stated
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present, conveys no message 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and attempts to show message of topic <input type="checkbox"/> Words and Illustration are present and attempts to show opinion <input type="checkbox"/> Words and illustration are present and attempts to show reasoning for opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and conveys a topic <input type="checkbox"/> Words and illustration generally show opinion <input type="checkbox"/> Words and illustration generally show reasoning for opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Illustration is present and detailed picture conveys writer's topic <input type="checkbox"/> Words and illustration clearly show opinion <input type="checkbox"/> Words and illustration clearly show reasoning for opinion
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is not apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is somewhat apparent in illustration or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is apparent in illustration and/or words 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer's "voice" is strongly apparent in illustration and words
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> No details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate details are present 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong details are present

Fluency	<input type="checkbox"/> No sentences/do not make sense	<input type="checkbox"/> Sentence structure is attempted	<input type="checkbox"/> Sentence structure is mostly correct	<input type="checkbox"/> Sentence structure is correct
Conventions	<input type="checkbox"/> Letters are written randomly	<input type="checkbox"/> Capitalization is attempted <input type="checkbox"/> Punctuation is attempted <input type="checkbox"/> Inventive spelling is used most of the time	<input type="checkbox"/> Capitalization is used at the beginning of sentences <input type="checkbox"/> Punctuation is used at the end of the sentences <input type="checkbox"/> Inventive and accurate spelling is used	<input type="checkbox"/> Capitalization is used at the beginning of sentences and for proper names <input type="checkbox"/> Punctuation is used at the end of sentences and for all types of sentences <input type="checkbox"/> Accurate spelling is used most of the time

Teacher Notes:

Kindergarten writes a minimum of three sentences that shows opinion and reasoning.

-Student may make connections between illustration and words orally.

1st grade writes a minimum of three sentence paragraph that shows opinion and reasoning.

2nd & 3rd Grade Opinion Writing

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys little opinion or position about the topic <input type="checkbox"/> Content has many digressions from the topic <input type="checkbox"/> Reasoning is unclear <input type="checkbox"/> Topic is unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a limited opinions or position about the topic <input type="checkbox"/> Content has some digressions from the topic <input type="checkbox"/> Reasoning is somewhat clear and convincing <input type="checkbox"/> Topic is either too broad or too narrow to be covered in the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a general opinion or position about the topic <input type="checkbox"/> Content is generally focused on the topic <input type="checkbox"/> Reasoning is generally clear and convincing <input type="checkbox"/> Topic is covered sufficiently 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a clear opinion or position about the topic <input type="checkbox"/> Content is well-focused on the topic <input type="checkbox"/> Reasoning is clear and compelling throughout <input type="checkbox"/> Topic is thoroughly covered and well-supported
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> No transitions are used <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body and conclusion is limited <input type="checkbox"/> Transitions are attempted but may be incorrect <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Transitions are used and correct <input type="checkbox"/> Conclusion adequately wraps up the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction of the topic is strong <input type="checkbox"/> Structural development of an introduction, body and conclusion is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Conclusion strongly wraps up the writing
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a strong commitment to the topic

Word Choice	<input type="checkbox"/> Language is neither specific, precise, or varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice)	<input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly)	<input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice comes charming)	<input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<input type="checkbox"/> Use of only simple sentences	<input type="checkbox"/> Use of mostly simple sentences	<input type="checkbox"/> Use of simple and compound sentences throughout	<input type="checkbox"/> Use of simple, compound, and complex sentences
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors *That do not interfere with comprehension	<input type="checkbox"/> Few to no capitalization errors* <input type="checkbox"/> Few to no punctuation errors* <input type="checkbox"/> Few to no spelling errors *With no interference with comprehension

Teacher Notes:

2nd grade writes a minimum of 1, 5-sentence paragraph.

3rd grade writes a minimum of 2 paragraphs.

4th-5th Grade Opinion Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys little opinion or position about the topic <input type="checkbox"/> Content has many digressions from the topic <input type="checkbox"/> Reasoning is unclear <input type="checkbox"/> Topic is unclear 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a limited opinions or position about the topic <input type="checkbox"/> Content has some digressions from the topic <input type="checkbox"/> Reasoning is somewhat clear and convincing <input type="checkbox"/> Topic is either too broad or too narrow to be covered in the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a general opinion or position about the topic <input type="checkbox"/> Content is generally focused on the topic <input type="checkbox"/> Reasoning is generally clear and convincing <input type="checkbox"/> Topic is covered sufficiently 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a clear opinion or position about the topic <input type="checkbox"/> Content is well-focused on the topic <input type="checkbox"/> Reasoning is clear and compelling throughout <input type="checkbox"/> Topic is thoroughly covered and well-supported
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no understanding of the audience/purpose of the writing <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> No transitions are used <input type="checkbox"/> Paragraphing is ineffective or missing <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows little understanding of the audience/purpose of the writing <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body and conclusion is limited <input type="checkbox"/> Transitions are attempted but may be incorrect <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an understanding of the audience/purpose of the writing <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Transitions are used and functional <input type="checkbox"/> Conclusion adequately wraps up the writing 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a strong understanding of the audience/purpose of the writing <input type="checkbox"/> Introduction of the topic is strong <input type="checkbox"/> Structural development of an introduction, body and conclusion is effective <input type="checkbox"/> A variety of transitions are used successfully <input type="checkbox"/> Paragraphing is consistent throughout <input type="checkbox"/> Conclusion strongly wraps up the writing
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates no commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and the audience

Word Choice	<input type="checkbox"/> Language is neither specific, precise, or varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice)	<input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly)	<input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice comes charming)	<input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<input type="checkbox"/> Use of only simple sentences	<input type="checkbox"/> Use of mostly simple sentences	<input type="checkbox"/> Use of simple and compound sentences throughout	<input type="checkbox"/> Use of simple, compound, and complex sentences
Conventions	<input type="checkbox"/> Frequent capitalization errors* <input type="checkbox"/> Frequent punctuation errors* <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> No listing of sources is provided *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Used and listed one source *That interfere with comprehension	<input type="checkbox"/> Some capitalization errors* <input type="checkbox"/> Some punctuation errors* <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Provided a list of sources *That do not interfere with comprehension	<input type="checkbox"/> Few to no capitalization errors* <input type="checkbox"/> Few to no punctuation errors* <input type="checkbox"/> Few to no spelling errors <input type="checkbox"/> A list of resources is provided using a standard format *With no interference with comprehension

Teacher Notes:

4th grade writes a minimum of a 3-paragraph essay.

5th grade writes a multi-paragraph essay that must include an introduction, body, and conclusion.

6th-8th Grade Argumentative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys little argument or position about the topic <input type="checkbox"/> Content has many digressions from the topic <input type="checkbox"/> Reasoning is unclear <input type="checkbox"/> Supporting details/evidence are lacking <input type="checkbox"/> Topic is unclear <input type="checkbox"/> No thesis statement is evident 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a limited argument or position about the topic <input type="checkbox"/> Content has some digressions from the topic <input type="checkbox"/> Reasoning is somewhat clear and convincing <input type="checkbox"/> Supporting details/evidence are limited <input type="checkbox"/> Topic is either too broad or too narrow to be covered in the writing <input type="checkbox"/> Thesis statement is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a general argument or position about the topic <input type="checkbox"/> Content is generally focused on the topic <input type="checkbox"/> Reasoning is generally clear and convincing <input type="checkbox"/> Supporting details/evidence are adequate and relevant <input type="checkbox"/> Topic is covered sufficiently <input type="checkbox"/> Thesis statement is adequate 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a clear argument or position about the topic <input type="checkbox"/> Content is well-focused on the topic <input type="checkbox"/> Reasoning is clear and compelling throughout <input type="checkbox"/> Supporting details/evidence are numerous and relevant <input type="checkbox"/> Topic is thoroughly covered and well-supported <input type="checkbox"/> Thesis statement is strong
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no evidence of understanding the audience/purpose of the paper <input type="checkbox"/> Introduction is not present <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> Focus is lacking or non-existent <input type="checkbox"/> Main points are not developed <input type="checkbox"/> Transitions are missing or connections are unclear <input type="checkbox"/> Paragraphing is ineffective or non-existent <input type="checkbox"/> Conclusion is not present 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows inadequate (minimal) understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction is present but weak <input type="checkbox"/> Structural development of an introduction, body and conclusion is limited <input type="checkbox"/> Focus wanders at times <input type="checkbox"/> Transitions are repetitive or weak <input type="checkbox"/> Paragraphing is irregular <input type="checkbox"/> Conclusion is present but weak 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an adequate understanding of the audience/purpose of the paper <input type="checkbox"/> Introduction of the topic is adequate <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Focus remains steady <input type="checkbox"/> Main points are mostly equally developed <input type="checkbox"/> Transitions are functional <input type="checkbox"/> Paragraphing is generally successful <input type="checkbox"/> Introduction is well stated/sufficient <input type="checkbox"/> Conclusion adequately wraps up the writing and may leave the reader something to think about 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a clear/exceptional understanding of the audience/purpose of the paper <input type="checkbox"/> Structural development of an introduction, body and conclusion is effective <input type="checkbox"/> Focus is single and distinct/clear <input type="checkbox"/> Main points are equally and thoroughly developed <input type="checkbox"/> Transitions effectively show how ideas connect <input type="checkbox"/> Paragraphing is successful <input type="checkbox"/> Introduction creates interest <input type="checkbox"/> Conclusion strongly wraps up the writing and leaves the

				reader with something to think about
Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates little commitment to the topic <input type="checkbox"/> Voice is not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes not suited for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and the audience
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> Language is neither specific, precise, or varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice comes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use of only simple sentences <input type="checkbox"/> No variety of sentence length or structure <input type="checkbox"/> Many run-ons or fragments or both 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of mostly simple sentences <input type="checkbox"/> Limited variety of sentence length or structure <input type="checkbox"/> Some run-ons or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple and compound sentences throughout <input type="checkbox"/> Some variety of sentence length and structure <input type="checkbox"/> Few, if any, run-ons or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, and complex sentences <input type="checkbox"/> Variety in sentence length and structure <input type="checkbox"/> Run-ons or fragments, if used, seem to be included for effect

Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits a number and type of errors in mechanics, usage, and grammar that interfere with the audience's comprehension <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> No in-text citations are given for information taken from an outside source <input type="checkbox"/> No listing of sources is provided <input type="checkbox"/> No source information is included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits errors in mechanics, usage, and grammar that interfere with the audience's comprehension at times <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Some in-text citations are given, but it seems some are missing <input type="checkbox"/> Listing of sources is attempted, but incorrectly formatted <input type="checkbox"/> Fewer than required sources are included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits few errors in mechanics, usage, and grammar, but they do not interfere with the audience's comprehension <input type="checkbox"/> Few, if any, spelling errors <input type="checkbox"/> In-text citations are adequately used to credit the work of others <input type="checkbox"/> Listing of sources is included and mostly correctly formatted <input type="checkbox"/> Required number of sources is included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer has almost no mechanical, usage, or grammatical errors <input type="checkbox"/> Free of spelling errors <input type="checkbox"/> In-text citations are consistently used to credit the work of others <input type="checkbox"/> Listing of sources is included and properly formatted throughout <input type="checkbox"/> Additional sources as well as the required are included
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9th-12th Grade Argumentative Writing Rubric

	Emerging (1 point)	Progressing (2 points)	Proficient (3 points)	Advanced (4 points)
Ideas	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys little argument or position about the topic--thesis <input type="checkbox"/> Content has many digressions from the topic <input type="checkbox"/> Reasoning is unclear <input type="checkbox"/> Supporting examples or reasons are lacking or non-existent <input type="checkbox"/> Writer fails to anticipate audience's questions <input type="checkbox"/> Writer fails to refute any opposing arguments 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a limited argument or position about the topic--thesis <input type="checkbox"/> Content has some digressions from the topic <input type="checkbox"/> Reasoning is somewhat logical and convincing <input type="checkbox"/> Supporting examples or reasons are limited <input type="checkbox"/> Writer anticipates few of the audience's questions <input type="checkbox"/> Writer makes a weak attempts to refute opposing arguments 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a general argument or position about the topic--thesis <input type="checkbox"/> Content is generally focused on the topic <input type="checkbox"/> Reasoning is generally logical and convincing <input type="checkbox"/> Supporting examples or reasons are adequate and relevant <input type="checkbox"/> Writer generally anticipates audience's questions <input type="checkbox"/> Writer adequately refutes the opposing arguments 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer conveys a clear argument or position about the topic--thesis <input type="checkbox"/> Content is well-focused on the topic <input type="checkbox"/> Reasoning is logical and compelling throughout <input type="checkbox"/> Supporting examples or reasons are numerous and relevant <input type="checkbox"/> Writer consistently anticipates the audience's questions <input type="checkbox"/> Writer clearly refutes the opposing arguments
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows no evidence of understanding the audience/purpose of the paper <input type="checkbox"/> Structural development of an introduction, body and conclusion is lacking or non-existent <input type="checkbox"/> Focus is lacking or non-existent <input type="checkbox"/> Main points are not developed <input type="checkbox"/> Transitions are missing or connections are unclear <input type="checkbox"/> Paragraphing is ineffective or non-existent 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows inadequate (minimal) understanding of the audience/purpose of the paper <input type="checkbox"/> Structural development of an introduction, body and conclusion is limited <input type="checkbox"/> Main points are unequally developed <input type="checkbox"/> Transitions are repetitive or weak <input type="checkbox"/> Paragraphing is irregular 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows an adequate understanding of the audience/purpose of the paper <input type="checkbox"/> Structural development of an introduction, body and conclusion is functional <input type="checkbox"/> Focus remains steady <input type="checkbox"/> Main points are mostly equally developed <input type="checkbox"/> Transitions are functional <input type="checkbox"/> Paragraphing is generally successful 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer shows a clear/exceptional understanding of the audience/purpose of the paper <input type="checkbox"/> Structural development of an introduction, body and conclusion is effective <input type="checkbox"/> Focus is single and distinct/clear <input type="checkbox"/> Main points are equally and thoroughly developed <input type="checkbox"/> Transitions effectively show how ideas connect <input type="checkbox"/> Paragraphing is successful <input type="checkbox"/> Introduction creates interest

Voice	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates little commitment to the topic <input type="checkbox"/> Voice is inappropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a limited commitment to the topic <input type="checkbox"/> Voice is sometimes inappropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a general commitment to the topic <input type="checkbox"/> Voice is generally appropriate for the purpose and audience 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer demonstrates a strong commitment to the topic <input type="checkbox"/> Voice is well-suited for the purpose and the audience
Word Choice	<ul style="list-style-type: none"> <input type="checkbox"/> Language is neither specific, precise, or varied <input type="checkbox"/> Limited/repetitive vocabulary is used throughout (i.e., nice) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is occasionally specific, precise, and varied <input type="checkbox"/> Some limited/repetitive vocabulary and phrases are used throughout (i.e., nice becomes friendly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is generally specific, precise, varied, and engaging <input type="checkbox"/> Adequate vivid words/phrases are used throughout (i.e., nice comes charming) 	<ul style="list-style-type: none"> <input type="checkbox"/> Language is specific, precise, varied, and engaging throughout <input type="checkbox"/> Numerous vivid/dynamic words/phrases are used throughout (i.e., nice becomes compassionate)
Fluency	<ul style="list-style-type: none"> <input type="checkbox"/> Use of only simple sentences <input type="checkbox"/> No variety of sentence length or structure <input type="checkbox"/> Many run-ons or fragments or both 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of mostly simple sentences <input type="checkbox"/> Limited variety of sentence length or structure <input type="checkbox"/> Some run-ons or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple and compound sentences throughout <input type="checkbox"/> Some variety of sentence length and structure <input type="checkbox"/> Few, if any, run-ons or fragments 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of simple, compound, and complex sentences <input type="checkbox"/> Variety in sentence length and structure <input type="checkbox"/> Run-ons or fragments, if used, seem to be included for effect
Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits a number and type of errors in mechanics, usage, and grammar that interfere with the audience's comprehension <input type="checkbox"/> Frequent spelling errors <input type="checkbox"/> Serious and frequent punctuation errors <input type="checkbox"/> No in-text citations are given for information taken from an outside source <input type="checkbox"/> No listing of sources is provided <input type="checkbox"/> No source information is included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits errors in mechanics, usage, and grammar that interfere with the audience's comprehension at times <input type="checkbox"/> Some spelling errors <input type="checkbox"/> Distracting errors in punctuation <input type="checkbox"/> Some in-text citations are given, but it seems some are missing <input type="checkbox"/> Listing of sources is attempted, but incorrectly formatted <input type="checkbox"/> Fewer than required sources are included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer commits few errors in mechanics, usage, and grammar, but they do not interfere with the audience's comprehension <input type="checkbox"/> Few, if any, spelling errors <input type="checkbox"/> Errors in punctuation, if any, do not distract the audience <input type="checkbox"/> In-text citations are adequately used to credit the work of others <input type="checkbox"/> Listing of sources is included and mostly correctly formatted <input type="checkbox"/> Required number of sources is included 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer has almost no mechanical, usage, or grammatical errors <input type="checkbox"/> Free of spelling errors <input type="checkbox"/> Few, if any, errors in punctuation <input type="checkbox"/> In-text citations are consistently used to credit the work of others <input type="checkbox"/> Listing of sources is included and properly formatted throughout <input type="checkbox"/> Additional sources as well as the required are included

Grades K-12

Vertical Progressions

K-5 Foundations of Reading (FR)	
Essential Standard 1: Concepts of Print	
Demonstrate knowledge of the organization and basic concepts of print.	
Grade	Content Standard(s) and Indicator(s)
5	Mastered at Grade 2 and blended with other skills at this grade level.
4	Mastered at Grade 2 and blended with other skills at this grade level.
3	Mastered at Grade 2 and blended with other skills at this grade level.
2	ELA.2.FR.1.1 (LA.2.F.1) Demonstrate knowledge of the organization and basic concepts of print. A. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
1	ELA.1.FR.1.1 (LA.1.F.1) Demonstrate knowledge of the organization and basic concepts of print. A. Recognize the distinguishing features of a sentence (<i>e.g., capital letter at beginning of sentence, punctuation at the end of sentence, conveys a complete thought</i>).
K	ELA.K.FR.1.1 (LA.K.F.1) Demonstrate knowledge of the organization and basic concepts of print. A. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. B. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. C. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. D. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

K-5 Foundations of Reading (FR)
Essential Standard 2: Phonological Awareness

Demonstrate phonological awareness through oral activities.

Grade	Content Standard(s) and Indicator(s)
5	Mastered at Grade 2 and blended with other skills at this grade level.
4	Mastered at Grade 2 and blended with other skills at this grade level.
3	Mastered at Grade 2 and blended with other skills at this grade level.
2	<p>ELA.2.FR.2.1 (LA.2.F.2) Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</p> <p>A. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.</p> <p>B. Substitute sounds in words with five or more phonemes.</p> <p>C. Delete initial and final phonemes in words including words with blends.</p>
1	<p>ELA.1.FR.2.1 (LA.1.F.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.</p> <p>B. Delete initial and final phonemes in words.</p> <p>C. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.</p> <p>D. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words), (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).</p>
K	<p>ELA.K.FR.2.1 (LA.K.F.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Segment and count spoken sentences into words.</p> <p>B. Recognize and begin to produce oral rhymes.</p> <p>C. Count, produce, and segment spoken words into syllables and identify syllable parts.</p> <p>D. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).</p> <p>E. Delete part of a syllable within a spoken word including compound words (e.g., “Say ‘parsnip.’ Say it again but don’t say ‘par;’ e.g., “Say ‘cowboy.’ Say it again but don’t say ‘cow;”).</p> <p>F. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two-and-three phoneme (VC or CVC) words, excluding the CVC words ending with /l/, /r/, or /x/.</p>

K-5 Foundations of Reading (FR)
Essential Standard 3: Phonics and Word Analysis

Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

Grade	Content Standard(s) and Indicator(s)
5	<p>ELA.5.FR.3.1 (LA.5.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Decode words with common Greek derived words.</p> <p>B. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</p>
4	<p>ELA.4.FR.3.1 (LA.4.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Decode words with common Latin derived words.</p> <p>B. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.</p>
3	<p>ELA.3.FR.3.1 (LA.3.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Decode words with common Latin suffixes.</p> <p>B. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.</p> <p>C. Decode multisyllabic words.</p>
2	<p>ELA.2.FR.3.1 (LA.2.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Decode words with variable vowel teams and vowel diphthongs.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with open and closed syllables and consonant -le.</p> <p>D. Decode words with common Anglo roots and suffixes.</p> <p>E. Decode words with silent letter combinations.</p>
1	<p>ELA.1.FR.3.1 (LA.1.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.</p> <p>B. Decode and encode simple words with r-controlled vowels.</p> <p>C. Decode and encode regularly spelled one-syllable words.</p> <p>D. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.</p> <p>E. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.</p> <p>F. Decode and encode words with inflectional endings.</p> <p>G. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>H. Recognize and read grade-appropriate, irregularly spelled words.</p>
K	<p>ELA.K.FR.3.1 (LA.K.F.3) Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <p>A. Demonstrate basic knowledge of on-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>B. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>C. Decode consonant-vowel-consonant (CVC) words.</p> <p>D. Encode consonant-vowel-consonant (CVC) words.</p> <p>E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>

K-5 Foundations of Reading (FR)
Essential Standard 4: Fluency

Read grade-level texts with sufficient accuracy and fluency to support comprehension.

Grade	Content Standard(s) and Indicator(s)
5	<p>ELA.5.FR.4.1 (LA.5.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <p>A. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.</p> <p>B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.</p>
4	<p>ELA.4.FR.4.1 (LA.4.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <p>A. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.</p> <p>B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.</p>
3	<p>ELA.3.FR.4.1 (LA.3.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <p>A. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.</p> <p>B. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.</p> <p>C. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</p>
2	<p>ELA.2.FR.4.1 (LA.2.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <p>A. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.</p> <p>B. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</p>
1	<p>ELA.1.FR.4.1 (LA.1.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <p>A. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.</p> <p>B. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</p>
K	<p>ELA.K.FR.4.1 (LA.K.F.4) Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <p>A. Recognize upper and lowercase letters automatically and accurately.</p> <p>B. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.</p> <p>C. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</p>

K-12 Reading Comprehension (RP and RI)	
Essential Standard 1: Catholicism in Reading Prose, Poetry, and Informational Texts	
With prompting and support, determine and discuss the relationship between an author's work and the tenets of the Catholic faith.	
Grade	
3-12	Determine and discuss the relationship between an author's work and the tenets of the Catholic faith.
K-2	With prompting and support, determine and discuss the relationship between an author's work and the tenets of the Catholic faith.

K-12 Reading Comprehension (RP and RI)		
Essential Standard 2: Central Ideas Details		
Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary or informational texts.		
Grade	Content Standard(s) and Indicator(s)	
	Prose and Poetry	Informational Text
11-12	ELA.11-12.RP.2.1 (LA.12.RP.1) Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	ELA.11-12.RI.2.1 (LA.12.RI.1) Evaluate the development of central ideas over the course of an informational text or texts.
	ELA.11-12.RP.2.2 (LA.12.RP.2) Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	ELA.11-12.RI.2.2 (LA.12.RI.2) Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
9-10	ELA.9-10.RP.2.1 (LA.10.RP.1) Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	ELA.9-10.RI.2.1 (LA.10.RI.1) Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
	ELA.9-10.RP.2.2 (LA.10.RP.2) Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	ELA.9-10.RI.2.2 (LA.10.RI.2) Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
8	ELA.8.RP.2.1 (LA.8.RP.1) Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	ELA.8.RI.2.1 (LA.8.RI.1) Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.
	ELA.8.RP.2.2 (LA.8.RP.2) Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	ELA.8.RI.2.2 (LA.8.RI.2) Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
7	ELA.7.RP.2.1 (LA.7.RP.1) Determine two or more implied or explicit themes in a literary	ELA.7.RI.2.1 (LA.7.RI.1) Determine two or more implied or explicit central ideas of an

	text and how they are supported with key details.	informational text and how they are supported with key details.
	ELA.7.RP.2.2 (LA.7.RP.2) Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	ELA.7.RI.2.2 (LA.7.RI.2) Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
6	ELA.6.RP.2.1 (LA.6.RP.1) Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	ELA.6.RI.2.1 (LA.6.RI.1) Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
	ELA.6.RP.2.2 (LA.6.RP.2) Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.	ELA.6.RI.2.2 (LA.6.RI.2) Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
5	ELA.5.RP.2.1 (LA.5.RP.1) Explain the theme in a literary text and how it is conveyed through key details.	ELA.5.RI.2.1 (LA.5.RI.1) Explain the central idea in an informational text and how it is conveyed through key details.
	ELA.5.RP.2.2 (LA.5.RP.2) Compare and contrast two or more characters, settings, or events in a literary text or texts.	ELA.5.RI.2.2 (LA.5.RI.2) Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
4	ELA.4.RP.2.1 (LA.4.RP.1) Determine a theme in a literary text and how it is conveyed through key details.	ELA.4.RI.2.1 (LA.4.RI.1) Determine the central idea of an informational text and how it is conveyed through key details.
	ELA.4.RP.2.2 (LA.4.RP.2) Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	ELA.4.RI.2.2 (LA.4.RI.2) Analyze an individual, event, scientific idea or concept, or steps in a process.
3	ELA.3.RP.2.1 (LA.3.RP.1) Identify the central message or lesson in a literary text and explain how key details support that idea.	ELA.3.RI.2.1 (LA.3.RI.1) Identify the central idea and explain how key details support that idea.
	ELA.3.RP.2.2 (LA.3.RP.2) Explain how characters respond to major events and challenges in a literary text.	ELA.3.RI.2.2 (LA.3.RI.2) Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
2	ELA.2.RP.2.1 (LA.2.RP.1) Recount narratives and determine their central message, lesson, or moral.	ELA.2.RI.2.1 (LA.2.RI.1) Identify the main topic and key details in a multi-paragraph informational text.
	ELA.2.RP.2.2 (LA.2.RP.2) Describe characters and how they interact with one another.	ELA.2.RI.2.2 (LA.2.RI.2) Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
1	ELA.1.RP.2.1 (LA.1.RP.1) Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	ELA.1.RI.2.1 (LA.1.RI.1) Identify the main topic and key details in an informational text.

	ELA.1.RP.2.2 (LA.1.RP.2) Identify the main character(s), setting, and important events, drawing on key details in a literary text.	ELA.1.RI.2.2 (LA.1.RI.2) Identify key individuals, events, or pieces of information in an informational text.
K	ELA.K.RP.2.1 (LA.K.RP.1) With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	ELA.K.RI.2.1 (LA.K.RI.1) With prompting and support, identify the main topic and key details in an informational text.
	ELA.K.RP.2.2 (LA.K.RP.2) With prompting and support, identify main character(s), setting, and important events in a literary text.	ELA.K.RI.2.2 (LA.K.RI.2) With prompting and support, identify key individuals, events, or pieces of information in an informational text.

**K-12 Reading Comprehension (RP and RI)
Essential Standard 3: Author's Craft**

Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational texts.

Grade	Content Standard(s) and Indicator(s)	
	Prose and Poetry	Informational Text
11-12	ELA.11-12.RP.3.1 (LA.12.RP.3) Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	ELA.11-12.RI.3.1 (LA.12.RI.3) Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
	ELA.11-12.RP.3.2 (LA.12.RP.4) Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	ELA.11-12.RI.3.2 (LA.12.RI.4) Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
9-10	ELA.9-10.RP.3.1 (LA.10.RP.3) Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	ELA.9-10.RI.3.1 (LA.10.RI.3) Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	ELA.9-10.RP.3.2 (LA.10.RP.4) Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	ELA.9-10.RI.3.2 (LA.10.RI.4) 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).
8	ELA.8.RP.3.1 (LA.8.RP.3) Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	ELA.8.RI.3.1 (LA.8.RI.3) Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
	ELA.8.RP.3.2 (LA.8.RP.4) Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	ELA.8.RI.3.2 (LA.8.RI.4) Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
7	ELA.7.RP.3.1 (LA.7.RP.3) Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	ELA.7.RI.3.1 (LA.7.RI.3) Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
	ELA.7.RP.3.2 (LA.7.RP.4) Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	ELA.7.RI.3.2 (LA.7.RI.4) Analyze how the major sections of text contribute to the development of ideas in an informational text.
6	ELA.6.RP.3.1 (LA.6.RP.3) Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	ELA.6.RI.3.1 (LA.6.RI.3) Explain how an author establishes and conveys a perspective or purpose in an informational text.
	ELA.6.RP.3.2 (LA.6.RP.4) Analyze how a sequence of chapters, scenes, or stanzas	ELA.6.RI.3.2 (LA.6.RI.4) Analyze how a particular sentence, paragraph, chapter, or

	contribute to the development of literary elements (e.g., theme, setting, or plot).	section fits into the overall structure of a text and contributes to the development of the ideas.
5	ELA.5.RP.3.1 (LA.5.RP.3) Describe how a narrator or speaker’s point of view influences the meaning of a literary text.	ELA.5.RI.3.1 (LA.5.RI.3) Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
	ELA.5.RP.3.2 (LA.5.RP.4) Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	ELA.5.RI.3.2 (LA.5.RI.4) Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
4	ELA.4.RP.3.1 (LA.4.RP.3) Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	ELA.4.RI.3.1 (LA.4.RI.3) Compare and contrast authors’ perspectives in multiple informational texts of the same topic.
	ELA.4.RP.3.2 (LA.4.RP.4) Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	ELA.4.RI.3.2 (LA.4.RI.4) Describe the overall structure of an informational text and how it contributes to meaning.
3	ELA.3.RP.3.1 (LA.3.RP.3) Determine and explain the point of view in a literary text.	ELA.3.RI.3.1 (LA.3.RI.3) Determine and explain the author’s purpose in an informational text.
	ELA.3.RP.3.2 (LA.3.RP.4) Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	ELA.3.RI.3.2 (LA.3.RI.4) Identify how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other) contribute to meaning.
2	ELA.2.RP.3.1 (LA.2.RP.3) Determine and explain who is telling a story within and across literary texts.	ELA.2.RI.3.1 (LA.2.RI.3) Determine and explain the author’s purpose in an informational text, including what the author wants to answer, explain, or describe.
	ELA.2.RP.3.2 (LA.2.RP.4) Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	ELA.2.RI.3.2 (LA.2.RI.4) Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
1	ELA.1.RP.3.1 (LA.1.RP.3) Explain the difference between the roles of author and narrator or speaker in a literary text.	ELA.1.RI.3.1 (LA.1.RI.3) Define the role of the author and illustrator in presenting the ideas or information in a text.
	ELA.1.RP.3.2 (LA.1.RP.2) Identify the basic characteristics of literary text, drawing on a wide range of text types.	ELA.1.RI.3.2 (LA.1.RI.4) Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
K	ELA.K.RP.3.1 (LA.K.RP.3) With prompting and support, define the role of author and illustrator in a literary text.	ELA.K.RI.3.1 (LA.K.RI.3) With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.
	ELA.K.RP.3.2 (LA.K.RP.4) With prompting and support, identify the basic characteristics of literary text.	ELA.K.RI.3.2 (LA.K.RI.4) With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**K-12 Reading Comprehension (RP and RI)
Essential Standard 4: Knowledge and Ideas**

Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational texts.

Grade	Content Standard(s) and Indicator(s)	
	Prose and Poetry	Informational Text
11-12	ELA.11-12.RP.4.1 (LA.12.RP.5) Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	ELA.11-12.RI.4.1 (LA.12.RI.5) Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
	ELA.11-12.RP.4.2 (LA.12.RP.6) Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	ELA.11-12.RI.4.2 (LA.12.RI.6) Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
	ELA.11-12.RP.4.3 (LA.12.RP.7) Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	ELA.11-12.RI.4.3 (LA.12.RI.7) Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
9-10	ELA.9-10.RP.4.1 (LA.10.RP.5) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	ELA.9-10.RI.4.1 (LA.10.RI.5) Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
	ELA.9-10.RP.4.2 (LA.10.RP.6) Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	ELA.9-10.RI.4.2 (LA.10.RI.6) Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
	ELA.9-10.RP.4.3 (LA.10.RP.7) Analyze multiple perspectives within and across a wide range of literary texts.	ELA.9-10.RI.4.3 (LA.10.RI.7) Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
8	ELA.8.RP.4.1 (LA.8.RP.5) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	ELA.8.RI.4.1 (LA.8.RI.5) Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
	ELA.8.RP.4.2 (LA.8.RP.6) Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	ELA.8.RI.4.2 (LA.8.RI.6) Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
	ELA.8.RP.4.3 (LA.8.RP.7) Analyze regional, national, international, and/or multicultural perspectives to make connections among and	ELA.8.RI.4.3 (LA.8.RI.7) Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas

	distinctions between characters or ideas within and across a range of literary texts.	within and across a range of informational texts.
7	ELA.7.RP.4.1 (LA.7.RP.5) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	ELA.7.RI.4.1 Analyze how the major sections of text contribute to the development of ideas in an informational text.
	ELA.7.RP.4.2 (LA.7.RP.6) Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	ELA.7.RI.4.2 (LA.7.RI.6) Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
	ELA.7.RP.4.3 (LA.7.RP.7) Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	ELA.7.RI.4.3 (LA.7.RI.7) Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
6	ELA.6.RP.4.1 (LA.6.RP.5) Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	ELA.6.RI.4.1 (LA.6.RI.5) Compare and contrast one author's presentation of information with that of another.
	ELA.6.RP.4.2 (LA.6.RP.6) Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	ELA.6.RI.4.2 (LA.6.RI.6) Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
	ELA.6.RP.4.3 (LA.6.RP.7) Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	ELA.6.RI.4.3 (LA.6.RI.7) Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
5	ELA.5.RP.4.1 (LA.5.RP.5) Compare and contrast the treatment of themes and topics in literary texts of the same genre.	ELA.5.RI.4.1 (LA.5.RI.5) Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
	ELA.5.RP.4.2 (LA.5.RP.6) Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	ELA.5.RI.4.2 (LA.5.RI.6) Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
	ELA.5.RP.4.3 (LA.5.RP.7) Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	ELA.5.RI.4.3 (LA.5.RI.7) Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
4	ELA.4.RP.4.1 (LA.4.RP.5) Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	ELA.4.RI.4.1 (LA.4.RI.5) Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.

	ELA.4.RP.4.2 (LA.4.RP.6) Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	ELA.4.RI.4.2 (LA.4.RI.6) Identify an author's claim(s) and explain how the author supports the claim in the text.
	ELA.4.RP.4.3 (LA.4.RP.7) Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	ELA.4.RI.4.3 (LA.4.RI.7) Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.
3	ELA.3.RP.4.1 (LA.3.RP.5) Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	ELA.3.RI.4.1 (LA.3.RI.5) Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
	ELA.3.RP.4.2 (LA.3.RP.6) Explain what the text says explicitly and draw inferences when asking and answering questions.	ELA.3.RI.4.2 (LA.3.RI.6) Identify an author's claim(s) and explain how the author supports the claim(s) in the text.
	ELA.3.RP.4.3 (LA.3.RP.7) Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	ELA.3.RI.4.3 (LA.3.RI.7) Compare and contrast topics and/or patterns of events in a range of informational texts.
2	ELA.2.RP.4.1 (LA.2.RP.5) Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	ELA.2.RI.4.1 (LA.2.RI.5) Compare and contrast the two most important ideas presented by two informational texts on the same topic.
	ELA.2.RP.4.2 (LA.2.RP.6) Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	ELA.2.RI.4.2 (LA.2.RI.6) Explain an author's opinion(s) and supporting evidence from the text.
	ELA.2.RP.4.3 (LA.2.RP.7) Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	ELA.2.RI.4.3 (LA.2.RI.7) Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
1	ELA.1.RP.4.1 (LA.1.RP.5) Compare and contrast the experiences of characters in familiar stories.	ELA.1.RI.4.1 (LA.1.RI.5) Identify basic similarities and differences between two informational texts on the same topic.
	ELA.1.RP.4.2 (LA.1.RP.6) Ask and answer questions about key details in a literary text.	ELA.1.RI.4.2 (LA.1.RI.6) Identify an author's opinion(s) about a text.
	ELA.1.RP.4.3 (LA.1.RP.7) Make connections between own experiences and other cultures in literary texts.	ELA.1.RI.4.3 (LA.1.RI.7) Make connections between own experiences and other cultures in informational texts.
K	ELA.K.RP.4.1 (LA.K.RP.5) With prompting and support, compare and contrast the experiences of characters in familiar stories.	ELA.K.RI.4.1 (LA.K.RI.5) With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
	ELA.K.RP.4.2 (LA.K.RP.6) With prompting and support, ask and answer questions about key details in a literary text.	ELA.K.RI.4.2 (LA.K.RI.6) With prompting and support, explain the difference between facts and opinions about a topic.

	ELA.K.RP.4.3 (LA.K.RP.7) With prompting and support, make connections between own experiences and other cultures in literary texts.	ELA.K.RI.4.3 (LA.K.RI.7) With prompting and support, make connections between own experiences and other cultures in informational texts.
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K-12 Reading Comprehension (RP and RI) Essential Standard 5: Range of Reading and Level of Text Complexity		
Read and comprehend complex, grade-level literary and informational texts independently and proficiently		
Grade	Content Standard(s) and Indicator(s)	
	Prose and Poetry	Informational Text
11-12	ELA.11-12.RP.5.1 (LA.12.RP.8) Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	ELA.11-12.RI.5.1 (LA.12.RI.8) Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
9-10	ELA.9-10.RP.5.1 (LA.10.RP.8) Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	ELA.9-10.RI.5.1 (LA.10.RI.8) Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.
8	ELA.8.RP.5.1 (LA.8.RP.8) Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	ELA.8.RI.5.1 (LA.8.RI.8) Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.
7	ELA.7.RP.5.1 (LA.7.RP.8) Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	ELA.7.RI.5.1 (LA.7.RI.8) Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
6	ELA.6.RP.5.1 (LA.6.RP.8) Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	ELA.6.RI.5.1 (LA.6.RI.8) Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
5	ELA.5.RP.5.1 (LA.5.RP.8) Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	ELA.5.RI.5.1 (LA.5.RI.8) Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.
4	ELA.4.RP.5.1 (LA.4.RP.8) Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	ELA.4.RI.5.1 (LA.4.RI.8) Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
3	ELA.3.RP.5.1 (LA.3.RP.8) Read and comprehend a wide range of literary texts of	ELA.3.RI.5.1 (LA.3.RI.8) Read and comprehend a wide range of informational

	appropriate complexity for Grade 3 independently and proficiently.	texts of appropriate complexity for Grade 3 independently and proficiently.
2	ELA.2.RP.5.1 (LA.2.RP.8) With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	ELA.2.RI.5.1 (LA.2.RI.8) With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.
1	ELA.1.RP.5.1 (LA.1.RP.8) With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	ELA.1.RI.5.1 (LA.1.RI.8) With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.
K	ELA.K.RP.5.1 (LA.K.RP.8) Actively engage in group reading activities with purpose and understanding within literary text.	ELA.K.RI.5.1 (LA.K.RI.8) Actively engage in group reading activities with purpose and understanding within in an information text.

K-12 Vocabulary (V)	
Essential Standard 1: Acquisition and Use	
Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.	
Grade	Content Standard(s) and Indicator(s)
11-12	<p>ELA.11-12.V.1.1 (LA.12.V.1) Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <p>A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</p>
9-10	<p>ELA.9-10.V.1.1 (LA.10.V.1) Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <p>A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).</p> <p>C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.</p>
8	<p>ELA.8.V.1.1 (LA.8.V.1) Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <p>A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.</p> <p>B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).</p> <p>C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</p>
7	<p>ELA.7.V.1.1 (LA.7.V.1) Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <p>A. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.</p> <p>B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</p> <p>C. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</p>
6	<p>ELA.6.V.1.1 (LA.6.V.1) Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <p>A. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.</p> <p>B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</p> <p>C. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</p>
5	<p>ELA.5.V.1.1 (LA.5.V.1) Acquire and use grade-level academic vocabulary appropriately.</p> <p>A. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.</p> <p>B. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.</p> <p>C. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</p>
4	<p>ELA.4.V.1.1 (LA.4.V.1) Acquire and use grade-level academic vocabulary appropriately.</p> <p>A. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.</p>

	<p>B. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).</p> <p>C. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.</p>
3	<p>ELA.3.V.1.1 (LA.3.V.1) Acquire and use grade-level academic vocabulary appropriately.</p> <p>A. Use sentence-level context clues to determine the meaning of a word or phrase.</p> <p>B. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).</p> <p>C. Use known root words to determine the meaning of unknown words (e.g., company, companion).</p> <p>D. Determine the meanings of key words and phrases using reference materials and classroom resources.</p>
2	<p>ELA.2.V.1.1 (LA.2.V.1) Recognize and use conversational and grade-level academic vocabulary.</p> <p>A. Use sentence-level context clues to determine the meaning of a word or phrase.</p> <p>B. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).</p> <p>C. Use known root words to determine the meaning of unknown words (e.g., addition, additional).</p> <p>D. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).</p> <p>E. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</p>
1	<p>ELA.1.V.1.1 (LA.1.V.1) Build and use a range of conversational and grade level academic vocabulary.</p> <p>A. Use sentence-level context clues to determine the meaning of a word or phrase.</p> <p>B. Use commonly occurring affixes to determine the meaning of unknown words.</p> <p>C. Identify commonly occurring root words and their inflectional forms.</p> <p>D. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</p>
K	<p>ELA.K.V.1.1 (LA.K.V.1) Recognize and use conversational and grade-level academic vocabulary.</p> <p>A. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).</p> <p>B. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.</p> <p>C. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.</p>

K-12 Vocabulary (V)	
Essential Standard 2: Context and Connotation	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
Grade	Content Standard(s) and Indicator(s)
11-12	ELA.11-12.V.2.1 (LA.12.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. B. Analyze nuances in the meanings of words with similar denotations.
9-10	ELA.9-10.V.2.1 (LA.10.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. B. Analyze nuances in the meanings of words with similar denotations.
8	ELA.8.V.2.1 (LA.8.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figures of speech (e.g., verbal irony, puns) in context. B. Determine the relationship between particular words to better understand each of the words.
7	ELA.7.V.2.1 (LA.7.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. B. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). C. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
6	ELA.6.V.2.1 (LA.6.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. B. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). C. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).
5	ELA.5.V.2.1 (LA.5.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. C. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
4	ELA.4.V.2.1 (LA.4.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text. B. Recognize and explain the meaning of commonly occurring idioms and adages. C. Use knowledge of words by relating them to their antonyms and synonyms.
3	ELA.3.V.2.1 (LA.3.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps). B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).
2	ELA.2.V.2.1 (LA.2.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. A. Ask and answer questions about key words and phrases to determine their meaning. B. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).
1	ELA.1.V.2.1 (LA.1.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

	<p>A. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</p> <p>B. Define words by their category and simple attributes (e.g., a duck is a bird that swims).</p> <p>C. Ask and answer questions about key words and phrases to determine their meaning.</p> <p>D. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).</p>
K	<p>ELA.K.V.2.1 (LA.K.V.2) Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>A. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.</p> <p>B. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.</p> <p>C. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.</p> <p>D. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.</p>

K-5 Foundations of Writing (FW)	
Essential Standard 1: Foundations of Writing	
Apply handwriting skills to communicate ideas and information.	
Grade	Content Standard(s) and Indicator(s)
5	ELA.5.FW.1.1 Mastered at Grade 2 and blended with other skills at this grade level.
4	ELA.4.FW.1.1 Mastered at Grade 2 and blended with other skills at this grade level.
3	ELA.3.FW.1.1 Mastered at Grade 2 and blended with other skills at this grade level.
2	ELA.2.FW.1.1 (LA.2.FW.1) Demonstrate and apply handwriting skills. A. Write legibly using correct formation of letters with automaticity and proper spacing between words.
	ELA.2.FW.1.2 (LA.2.FW.2) Demonstrate sound-letter concepts when writing. A. Write common graphemes (letters or letter groups) for each phoneme.
1	ELA.1.FW.1.1 (LA.1.FW.1) Demonstrate and apply handwriting skills. A. Print all upper and lowercase manuscript letters using correct formation. B. Use appropriate spacing between letters and words.
	ELA.1.FW.1.2 (LA.1.FW.2) Demonstrate sound-letter concepts when writing. A. Segment phonemes in two- and three-phoneme syllables. B. Write the common grapheme (letter or letter group) for each phoneme. C. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.
K	ELA.K.FW.1.1 (LA.K.FW.1) Demonstrate basic handwriting skills. A. Identify and match upper and lowercase manuscript letters. B. Print all upper and lowercase manuscript letters using reference materials and classroom resources. C. Write left to right and use appropriate spacing between letters and words.
	ELA.K.FW.1.2 (LA.K.FW.2) Demonstrate sound-letter concepts when writing. A. Segment phonemes orally in single-syllable words. B. Demonstrate understanding that syllables are organized around vowel sounds. C. Write the common grapheme (letter) for each phoneme.

K-12 Writing (W)	
Essential Standard 1: Production of Writing	
Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or content.	
Grade	Content Standard(s) and Indicator(s)
11-12	<p>ELA.11-10.W.1.1 (LA.12.W.1) Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</p> <p>A. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.</p> <p>B. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</p> <p>ELA.11-10.W.1.2 (LA.12.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Identify and use resources and inquiry tools to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</p> <p>D. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
9-10	<p>ELA.9-10.W.1.1 (LA.10.W.1) Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.</p> <p>A. Apply knowledge of rules for capitalization.</p> <p>B. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.</p> <p>C. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</p> <p>D. Select and use verbs with appropriate voice and mood.</p> <p>E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.</p> <p>ELA.9-10.W.1.2 (LA.10.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Identify and use resources and inquiry tools to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</p> <p>D. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
8	<p>ELA.8.W.1.1 (LA.8.W.1) Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <p>A. Apply knowledge of rules for capitalization.</p> <p>B. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.</p> <p>C. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).</p> <p>D. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).</p> <p>E. Use appropriate parallel structure in words, phrases, and clauses.</p> <p>F. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.</p>

	<p>ELA.8.W.1.2 (LA.8.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Identify and use resources and inquiry tools to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
7	<p>ELA.7.W.1.1 (LA.7.W.1) Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <p>A. Apply knowledge of rules for capitalization.</p> <p>B. Use a comma to separate coordinate adjectives.</p> <p>C. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).</p> <p>D. Use a variety of prepositional and appositive phrases in sentences and paragraphs.</p> <p>E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p> <p>ELA.7.W.1.2 (LA.7.W.1) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
6	<p>ELA.6.W.1.1 (LA.6.W.1) Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <p>A. Apply knowledge of rules for capitalization.</p> <p>B. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.</p> <p>C. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.</p> <p>D. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.</p> <p>E. Identify and use verb tenses (e.g., progressive).</p> <p>F. Distinguish between and use different types of phrases (e.g., prepositional and appositive).</p> <p>G. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p> <p>ELA.6.W.1.2 (LA.6.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
5	<p>ELA.5.W.1.1 (LA.5.W.1) Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <p>A. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.</p> <p>B. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.</p> <p>C. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.</p> <p>D. Distinguish between and use types of adjectives (e.g., comparative, superlative).</p> <p>E. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p>

	<p>ELA.5.W.1.2 (LA.5.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
4	<p>ELA.4.W.1.1 (LA.4.W.1) Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</p> <p>A. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).</p> <p>B. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.</p> <p>C. Identify and use simple appositive phrases.</p> <p>D. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).</p> <p>E. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>F. Identify and revise fragment and run-on sentences in speaking and writing.</p>
	<p>ELA.4.F.1.2 (LA.4.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
3	<p>ELA.3.W.1.1 (LA.3.W.1) Write paragraphs using a variety of sentence types.</p> <p>A. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.</p> <p>B. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.</p> <p>C. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.</p> <p>D. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.</p> <p>E. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.</p> <p>F. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.</p> <p>G. Use frequently occurring prepositions and prepositional phrases.</p>
	<p>ELA.3.W.1.2 (LA.3.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>

2	<p>ELA.2.W.1.1 (LA.2.W.1) Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory) and paragraphs.</p> <p>A. Capitalize proper nouns (e.g., holidays, countries, product names).</p> <p>B. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.</p> <p>C. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.</p> <p>D. Maintain consistent verb tense across sentences or paragraphs.</p>
	<p>ELA.2.W.1.2 (LA.2.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>D. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>E. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> <p>F. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
1	<p>ELA.1.W.1.1 (LA.1.W.1) Write and expand grammatically correct simple sentences and paragraphs.</p> <p>A. Capitalize proper nouns (e.g., days of the week, names of people).</p> <p>B. Use end punctuation, commas in dates, and commas to separate single words in a series.</p> <p>C. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.</p> <p>D. Form and use regular and frequently occurring irregular plural nouns.</p> <p>E. Use subject-verb agreement in simple and compound sentences.</p>
	<p>ELA.1.W.1.2 (LA.1.W.2) Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>A. Use prewriting activities and resources to generate and organize ideas.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Use feedback from others to improve writing and/or add details.</p> <p>D. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> <p>E. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
K	<p>ELA.K.W.1.1 (LA.K.W.1) With prompting and support, form and use complete simple sentences in shared language activities.</p> <p>A. Capitalize the first word in a sentence and the pronoun I.</p> <p>B. Recognize and name end punctuation.</p> <p>C. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).</p> <p>D. Form regular plural nouns by adding /s/ or /es/.</p> <p>E. Use interrogatives to ask questions.</p> <p>F. Use subject-verb agreement in simple sentences.</p>
	<p>ELA.K.W.1.2 (LA.K.W.2) With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <p>A. Use prewriting activities and resources to generate ideas.</p> <p>B. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>C. Use feedback from others to improve writing and/or add details.</p> <p>D. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</p> <p>E. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.</p>

K-12 Writing (W)	
Essential Standard 2: Modes of Writing	
Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Grade	Content Standard(s) and Indicator(s)
11-12	<p>ELA.11-10.W.2.1 (LA.12.W.3) Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</p> <p>E. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</p>
	<p>ELA.11-10.W.2.2 (LA.12.W.4) arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <p>A. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</p> <p>B. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</p> <p>C. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</p> <p>D. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</p> <p>E. Provide a conclusion that follows from and supports the argument(s) presented.</p>
	<p>ELA.11-10.W.2.3 (LA.12.W.5) Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <p>A. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</p> <p>C. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</p> <p>E. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</p>
	<p>ELA.11-10.W.2.4 (LA.12.W.6) Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <p>A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</p> <p>B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</p> <p>C. Select and use appropriate note-taking formats to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>).</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>

9-10	<p>ELA.9-10.W.2.1 (LA.10.W.3) Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.</p> <p>E. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</p>
	<p>ELA.9-10.W.2.2 (LA.10.W.4) Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <p>A. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</p> <p>B. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</p> <p>C. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</p> <p>D. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</p> <p>E. Provide a conclusion that follows from and supports the argument(s) presented.</p>
	<p>ELA.9-10.W.2.3 (LA.10.W.5) Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <p>A. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</p> <p>C. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</p> <p>E. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</p>
	<p>ELA.9-10.W.2.4 (LA.10.W.6) Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <p>A. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</p> <p>B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</p> <p>C. Select and use appropriate note-taking formats to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., <i>MLA</i>).</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
8	<p>EIA.8.W.2.1 (LA.8.W.3) Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p>

	<p>A. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.</p> <p>E. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.</p>
	<p>EIA.8.W.2.2 (LA.8.W.4) Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <p>A. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</p> <p>B. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.</p> <p>C. Explain and cite relevant evidence from multiple credible sources.</p> <p>D. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.</p> <p>E. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</p> <p>F. Provide a conclusion that follows from and supports the argument(s) presented.</p>
	<p>EIA.8.W.2.3 (LA.8.W.5) Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <p>A. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</p> <p>C. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</p> <p>D. Provide a concluding statement or section that follows from the information or explanation(s).</p>
	<p>EIA.8.W.2.4 (LA.8.W.6) Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <p>A. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</p> <p>B. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.</p> <p>C. Select and use appropriate note-taking formats to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
7	<p>ELA.7.W.2.1 (LA.7.W.3) Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.</p> <p>B. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</p> <p>C. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</p> <p>D. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</p> <p>E. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</p> <p>ELA.7.W.2.2 (LA.7.W.4) Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p>

	<p>A. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</p> <p>B. Explain and cite relevant evidence from multiple credible sources.</p> <p>C. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.</p> <p>D. Provide a concluding statement or section that follows from and supports the argument(s) presented.</p>
	<p>ELA.7.W.2.3 (LA.7.W.5) Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <p>A. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</p> <p>C. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</p> <p>D. Provide a concluding statement or section that follows from the information or explanation(s).</p>
	<p>ELA.7.W.2.4 (LA.7.W.6) Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p> <p>A. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</p> <p>B. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</p> <p>C. Select and use appropriate note-taking formats to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
6	<p>ELA.6.W.2.1 (LA.6.W.3) Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</p> <p>C. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</p> <p>D. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</p> <p>E. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</p>
	<p>ELA.6.W.2.2 (LA.6.W.4) Write arguments that explain a perspective with supporting reasons and evidence.</p> <p>A. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</p> <p>B. Use relevant evidence from two or more credible sources.</p> <p>C. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.</p> <p>D. Provide a concluding statement or section that follows from the argument presented.</p>
	<p>ELA.6.W.2.3 (LA.6.W.5) Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <p>A. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</p> <p>C. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</p> <p>D. Provide a concluding statement or section that follows from the information or explanation(s).</p>
	<p>ELA.6.W.2.4 (LA.6.W.6) Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</p> <p>A. Paraphrase and quote evidence to support ideas while avoiding plagiarism.</p> <p>B. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</p>

	<p>C. Select and use appropriate note-taking formats to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
5	<p>ELA.5.W.2.1 (LA.5.W.3) Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Establish a situation and introduce a narrator and/or characters.</p> <p>B. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.</p> <p>C. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</p> <p>D. Provide a conclusion related to the creative or expressive event or experience.</p>
	<p>ELA.5.W.2.2 (LA.5.W.4) Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <p>A. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</p> <p>B. Use facts and details to support reasons and/or evidence.</p> <p>C. Use words, phrases, and key vocabulary to connect ideas.</p> <p>D. Provide a concluding statement or section related to the perspective.</p>
	<p>ELA.5.W.2.3 (LA.5.W.5) Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <p>A. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>B. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.</p> <p>C. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</p> <p>D. Provide a concluding statement or section related to the information or explanation(s).</p>
	<p>ELA.5.W.2.4 (LA.5.W.6) Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <p>A. Paraphrase information and evidence to support ideas while avoiding plagiarism.</p> <p>B. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</p> <p>C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
4	<p>ELA.4.W.2.1 (LA.4.W.3) Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Establish a situation and introduce a narrator and/or character(s).</p> <p>B. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.</p> <p>C. Use transitional words and phrases to organize a sequence of events that unfolds naturally.</p> <p>D. Provide a conclusion related to the creative or expressive event or experience.</p>
	<p>ELA.4.F.2.2 (LA.4.W.4) Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <p>A. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.</p> <p>B. Use facts and details to support reasons and/or evidence.</p> <p>C. Use transition words and phrases to connect ideas.</p> <p>D. Provide a concluding statement or section related to the opinion.</p>
	<p>ELA.4.F.2.3 (LA.4.W.5) Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <p>A. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.</p>

	<p>B. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.</p> <p>C. Use transition words and phrases and key vocabulary to connect ideas and categories of information.</p> <p>D. Provide a concluding statement or section related to the information or explanation(s)</p>
	<p>ELA.4.F.2.4 (LA.4.W.6) Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.</p> <p>A. Paraphrase information and evidence to support ideas while avoiding plagiarism.</p> <p>B. Identify print and digital tools to gather information and evidence.</p> <p>C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
3	<p>ELA.3.W.2.1 (LA.3.W.3) Write creative and/or expressive pieces that describe a well-developed event or experience which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).</p> <p>B. Include descriptive details about characters, events, or settings.</p> <p>C. Use words and phrases to signal a sequence of events.</p> <p>D. Provide a closure related to the creative or expressive event or experience.</p>
	<p>ELA.3.W.2.2 (LA.3.W.4) Write opinion pieces with supporting reasons and/or evidence.</p> <p>A. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.</p> <p>B. Use linking words and phrases to connect opinions and reasons.</p> <p>C. Provide a concluding statement or section related to the opinion.</p>
	<p>ELA.3.W.3.2 (LA.3.W.5) Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <p>A. Introduce a topic and group related information together, including illustrations when useful to provide clarity.</p> <p>B. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.</p> <p>C. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</p> <p>D. Provide a concluding statement or section related to the topic.</p>
	<p>ELA.3.W.4.2 (LA.3.W.6) Locate evidence from literary and/or informational text sources to answer questions about a topic.</p> <p>A. Paraphrase information from sources to support ideas while avoiding plagiarism.</p> <p>B. Identify print and digital tools to gather information and ideas to answer questions.</p> <p>C. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</p> <p>D. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
2	<p>ELA.2.W.2.1 (LA.2.W.3) Write personal or fictional narratives that retell two or more appropriately sequenced events which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Include relevant details about characters and settings.</p> <p>B. Use time order words to signal a sequence of events.</p> <p>C. Provide a sense of closure.</p>
	<p>ELA.2.W.2.2 (LA.2.W.4) Express an opinion and provide supporting reasons.</p> <p>A. Introduce a topic or text.</p> <p>B. State an opinion and provide reasons to support the opinion.</p> <p>C. Provide a concluding statement or section.</p>
	<p>ELA.2.W.2.3 (LA.2.W.5) Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <p>A. Introduce a topic or text.</p> <p>B. Develop a topic with facts, details, and definitions.</p> <p>C. Use words and phrases related to the topic.</p> <p>D. Provide a concluding statement or section.</p>

	<p>ELA.2.W.2.4 (LA.2.W.6) Locate information from provided sources to answer questions about a topic.</p> <p>A. Retell information from provided sources to support ideas while avoiding plagiarism.</p> <p>B. Identify print and digital tools to gather information and ideas and answer questions.</p> <p>C. Sort evidence and information into categories.</p> <p>D. Demonstrate academic integrity by referencing sources in writing and speaking.</p> <p>E. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</p>
1	<p>ELA.1.W.2.1 (LA.1.W.3) With prompting and support, write personal or fictional narratives that retell two or more appropriately sequenced events which can include developing meaning, inferences, and relationships between characters, nature, and God.</p> <p>A. Include some relevant details.</p> <p>B. Use time order words to signal sequence of events.</p> <p>C. Provide a sense of closure.</p>
	<p>ELA.1.W.2.2 (LA.1.W.4) With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <p>A. Introduce a topic or text.</p> <p>B. State an opinion and provide a reason to support the opinion.</p> <p>C. Provide a sense of closure.</p>
	<p>ELA.1.W.2.3 (LA.1.W.5) With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <p>A. Introduce a topic.</p> <p>B. Develop a topic using supporting facts and details.</p> <p>C. Use words and phrases related to the topic.</p> <p>D. Provide a sense of closure.</p>
	<p>ELA.1.W.2.4 (LA.1.W.6) With prompting and support, identify information from provided sources to answer a question.</p> <p>A. Retell or recall information from provided sources.</p> <p>B. Use provided print and/or digital tools to gather information and ideas to answer questions.</p> <p>C. Sort evidence and information into categories.</p> <p>D. Use provided print and/or digital tools to gather information and ideas and to answer questions.</p> <p>E. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</p>
K	<p>ELA.K.W.2.1 (LA.K.W.3) With prompting and support, narrate personal or fictional events in a sequential order which can include developing relationships and meaning between characters, nature, and God using a combination of drawing, dictating, and/or writing.</p>
	<p>ELA.K.W.2.2 (LA.K.W.4) With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</p>
	<p>ELA.K.W.2.3 (LA.K.W.5) With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.</p>
	<p>ELA.K.W.2.4 (LA.K.W.6) With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.</p>

K-12 Speaking and Listening (SL)
Essential Standard 1: Comprehension and Collaboration

Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

Grade	Content Standard(s) and Indicator(s)
11-12	<p>ELA.11-12.SL.1.1 (LA.12.SL.1) Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</p> <p>E. Complete a task following complex, multi-step directions.</p>
9-10	<p>ELA.9-10.SL.1.1 (LA.10.SL.1) Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</p> <p>E. Complete a task following complex, multi-step directions.</p>
8	<p>ELA.8.SL.1.1 (LA.8.SL.1) Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</p> <p>E. Complete a task following complex, multi-step directions.</p>
7	<p>ELA.7.SL.1.1 (LA.7.SL.1) Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</p> <p>E. Complete a task following multi-step directions.</p>
6	<p>ELA.6.SL.1.1 (LA.6.SL.1) Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</p> <p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</p> <p>E. Complete a task following multi-step directions.</p>
5	<p>ELA.5.SL.1.1 (LA.5.SL.1) Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</p>

	<p>A. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).</p> <p>E. Complete a task following multi-step directions.</p>
4	<p>ELA.4.SL.1.1 (LA.4.SL.1) Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <p>A. Ask relevant questions to build on ideas or acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</p> <p>E. Complete a task following multi-step directions.</p>
3	<p>ELA.3.SL.1.1 (LA.3.SL.1) Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <p>A. Ask relevant questions to build on ideas and acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</p> <p>E. Complete a task following multi-step directions.</p>
2	<p>ELA.2.SL.1.1 (LA.2.SL.1) Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.</p> <p>A. Ask pertinent questions to acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</p> <p>E. Complete a task following multi-step directions.</p>
1	<p>ELA.1.SL.1.1 (LA.1.SL.1) Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</p> <p>A. Ask pertinent questions to acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</p> <p>E. Complete a task following one/two-step directions.</p>
K	<p>ELA.K.SL.1.1 (LA.K.SL.1) With prompting and support, participate with peers and adults in structured discussions and routines about kindergarten topics and texts.</p> <p>A. Ask pertinent questions to acquire or confirm information.</p> <p>B. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</p> <p>C. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</p> <p>D. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</p> <p>E. Complete a task following one/two-step directions.</p>

K-12 Speaking and Listening (SL)	
Essential Standard 2: Presentation of Knowledge and Ideas	
Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
Grade	Content Standard(s) and Indicator(s)
11-12	<p>ELA.11-12.SL.2.1 (LA.12.SL.2) Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <p>A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</p> <p>B. Convey a perspective with clear reasoning and valid evidence (<i>e.g., proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</p>
9-10	<p>ELA.9-10.SL.2.1 (LA.10.SL.2) Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <p>A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</p> <p>B. Convey a perspective with clear reasoning and valid evidence (<i>e.g., proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
8	<p>ELA.8.SL.2.1 (LA.8.SL.2) Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p> <p>A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.</p> <p>B. Convey a perspective with clear reasoning and valid evidence (<i>e.g., proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
7	<p>ELA.7.SL.2.1 (LA.7.SL.2) Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <p>A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.</p> <p>B. Convey a perspective with clear reasoning and valid evidence (<i>e.g., proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Analyze the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
6	<p>ELA.6.SL.2.1 (LA.6.SL.2) Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.</p>

	<p>A. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.</p> <p>B. Convey a perspective with clear reasoning and valid evidence (e.g., <i>proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Analyze the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).</p> <p>E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
5	<p>ELA.5.SL.2.1 (LA.5.SL.2) Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <p>A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.</p> <p>B. Convey a perspective with clear reasoning and support (e.g., <i>proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Identify the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
4	<p>ELA.4.SL.2.1 (LA.4.SL.2) Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <p>A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.</p> <p>B. Convey a perspective with clear reasoning and support (e.g., <i>proclaim our Catholic faith and promote the greater good</i>).</p> <p>C. Identify the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
3	<p>ELA.3.SL.2.1 (LA.3.SL.2) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.</p> <p>B. Convey a perspective with clear reasoning and support (e.g., <i>proclaim our Catholic faith, promote the greater good</i>).</p> <p>C. Identify the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</p> <p>E. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</p>
2	<p>ELA.2.SL.2.1 (LA.2.SL.2) Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <p>A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.</p> <p>B. Convey a personal perspective with clear reasons (e.g., <i>proclaim our Catholic faith, promote the greater good</i>).</p> <p>C. Explain the purpose and credibility of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p> <p>E. Use appropriate visual and/or digital tools to support verbal communication.</p>
1	<p>ELA.1.SL.2.1 (LA.1.SL.2) Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</p> <p>A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.</p> <p>B. Convey a personal perspective with clear reasons (e.g., <i>to proclaim our Catholic faith, promote the greater good</i>).</p> <p>C. Explain the purpose of information being presented.</p> <p>D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</p>

	E. Use appropriate visual and/or digital tools to support verbal communication.
K	ELA.K.SL.2.1 (LA.K.SL.2) With prompting and support, describe familiar people, places, things, and events, and provide additional detail. A. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. B. Convey a personal perspective with clear reasons (<i>e.g., proclaim our Catholic faith, promote the greater good</i>). C. With prompting and support explain the purpose of information being presented. D. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). E. With prompting and support use appropriate visual and/or digital tools to support verbal communication.