



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Initial Washington State
K–12 Learning Standards for
English Language Arts*

INITIAL WASHINGTON STATE K–12 LEARNING STANDARDS ENGLISH LANGUAGE ARTS (ELA)

March 2026



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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INTRODUCTION

The Washington State K–12 Learning Standards for English Language Arts (WA ELA 2026) are a revision of the English Language Arts Common Core State Standards (ELA CCSS). Expectations for literacy have evolved since the ELA CCSS were adopted in 2011. With the emergence of new genres, media, technologies, and platforms, students face unique opportunities to engage in literacy. But as the world continues to change, students still read, write, speak, listen, and use language in some of the same ways as previous generations.

The WA ELA 2026 are built upon six key understandings that reflect enduring insights from scholarship across literacy studies, linguistics, education, and the social sciences. These understandings serve as conceptual anchors for interpreting, unpacking, and implementing the standards. They affirm that literacy is not a checklist of isolated skills, but a dynamic, human process of making meaning through language. The **six key understandings** are:

1. Students' experiences matter.
2. Language is social.
3. Language domains are interdependent and integrated.
4. Literacy is more than the sum of its skills and subskills.
5. All texts are multimodal.
6. Literacy skills connect to students' histories, are relevant to their current realities, and prepare them for unknown futures.

The six key understandings and the WA ELA 2026 standards together invite students to use literacy to explore personal and community relevance, preparing them to navigate unfamiliar genres and communicative situations in a rapidly changing world. By centering student experience, social interaction, and flexible meaning-making processes, the key understandings guide educators in designing instruction that is inclusive, rigorous, and future-ready.

These key understandings are enacted by students through **six literacy practices** that are woven throughout the WA ELA 2026. The practices guide students in making decisions as they use literacy in real-world ways.

Six Literacy Practices

When students are active decision-makers, they:

1. Use literacy for their own purposes.
2. Think about the communicative situation.
3. Use and adapt genres to create multimodal texts.
4. Use flexible, recursive processes.
5. Make meaning through their own experiences and perspectives.
6. Critically examine texts through various lenses.

Examples:

When students **understand** that *language is social*, they enact the **practice** of *thinking about the communicative situation* by adjusting their word choices in a discussion taking place in a digital forum to ensure their ideas are understood. (See SLDF.4, among others.)

When students **understand** that *all texts are multimodal*, they enact the **practice** of *using and adapting genres to create multimodal texts* by selecting the genre of a slide show instead of an essay to convey a particular message. (See W.3, among others.)

These types of connections are represented in the standards.

Key Goals of the Revisions

Revisions were guided by the following goals:

- **Media Literacy and Digital Citizenship**—Add media literacy and promote responsible digital citizenship.
- **Critical Thinking**—Emphasize critical thinking skills, encouraging students to analyze, evaluate, and synthesize information effectively.
- **Research-Based**—Reflect literacy research.
- **Usability**—Reduce repetition.
- **Process-Oriented Learning**—Focus on the process of literacy development to help scaffold students’ learning experiences.
- **Relevance**—Emphasize relevance as a pathway to academic rigor.
- **Prioritize**—Standards that clearly identify the most essential and transferable literacy skills to ensure all students have equitable access to the knowledge and skills that can be leveraged, both in school and beyond.

Media Literacy and Digital Citizenship

The WA ELA 2026 standards add media literacy and digital citizenship to reflect how students engage with information and digital environments in today’s world. A new domain guides students to critically evaluate media messages, assess credibility, and understand the impact of messages on themselves and others. These skills are embedded across grade levels and domains, preparing students to become thoughtful consumers and creators of media messages, as well as responsible participants in the digital world.

Critical Thinking

Critical thinking involves thinking about how we think, as well as analyzing new information with healthy skepticism, open-mindedness, and acceptance of uncertainty. The WA ELA 2026 standards support critical thinking by embedding it across domains. Students are taught to analyze texts and media messages, evaluate credibility, and synthesize information to form their own perspectives.

Research-Based

The WA ELA 2026 standards reflect research and evidence-based practices by integrating insights from the science of reading, composition studies, linguistics, literacy studies, and education research. They emphasize process-oriented learning, recognizing literacy as a developmental and recursive process rather than a set of isolated skills.

Usability

The WA ELA 2026 standards were designed with educators in mind, offering a more intuitive and efficient framework for planning and instruction. By streamlining the structure and reducing redundancy, the standards make it easier to focus on student learning and growth. This clarity is further enhanced through consistent coding, priority standards, and a recursive design that supports long-term skill development.

- **Streamlined Structure:** The standards are organized by domain and grade level, with consistent coding and descriptors that clarify purpose and progression.
- **Unified Categories:** Instead of splitting literary and informational texts, reading standards now address genre features and multimodal texts holistically and fluidly, which better reflects the texts students encounter in real life.
- **Recursive Skill Design:** The same numbered standard appears across all grades, increasing clarity and reducing duplication.

Process-Oriented Learning

The WA ELA 2026 standards reflect a renewed focus on process-oriented learning by emphasizing how students develop literacy skills over time with focused feedback and opportunities for practice. The standards also promote metacognition, asking students to reflect on their purpose, audience, and the impact of their choices across all domains. This approach is evident across the domains in several ways:

- **Reading standards** ask students to reflect on their purpose for reading before moving through a sequence of comprehending, interpreting, analyzing, and evaluating texts.
- **Writing standards** guide students through the full writing process—from planning and generating ideas to drafting, revising, editing, and publishing. Each step is explicitly taught and scaffolded across grade levels.
- **Speaking and listening standards** support iterative learning through discussion in both face-to-face and digital forums.
- **Research and inquiry standards** encourage students to ask questions, seek answers, and synthesize information, highlighting inquiry as a recursive and reflective process.

Relevance

The WA ELA 2026 standards emphasize relevance as a foundation for academic rigor and student engagement. This is reflected in the key understandings, the six key literacy practices, and the standards themselves, which position literacy as a tool for making meaning in real-world contexts. Students are asked to connect learning to their identities, interests, and community experiences, preparing them for unfamiliar genres and future challenges.

Relevance is reflected through:

- **Reading standards** that invite students to bring their own experiences and knowledge to texts, supporting deeper comprehension and interpretation.
- **Writing standards** that prompt students to compose for authentic audiences and

purposes, such as civic discourse, digital publishing, and professional communication.

- **Speaking and listening standards** that emphasize voice, audience awareness, and community-building in both face-to-face and digital forums.

Priority Learning Standards

Priority learning standards are the most essential academic skills and concepts students need to succeed from one grade level to the next. These standards were selected to ensure all students have equal access to the knowledge and skills that can be leveraged, both in school and beyond. Priority learning standards identify the universal set of standards that each and every student should have the opportunity to learn and be able to do. Other learning standards serve to support and reinforce the priority learning standards.

Because state standards encompass many learning goals for each subject and grade, the Office of Superintendent of Public Instruction (OSPI) collaborated with groups of educators from kindergarten through 12th grade to identify the standards that are most critical to focus on in teaching and assessment. The process was guided by national best practices.

Priority learning standards were identified using the following criteria:

- **Endurance:** Will this skill or knowledge still be valuable beyond a single test, school year, or post-high school?
- **Leverage:** Is this skill or knowledge useful across multiple subjects?
- **Readiness:** Does this skill or knowledge prepare students for success in the next grade level, next course, or post-high school option?

Domain Revisions

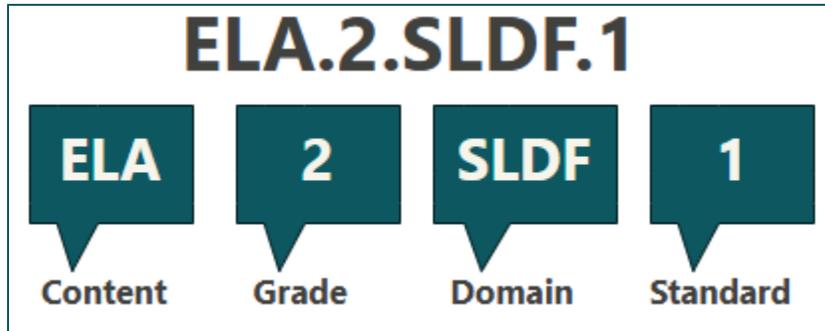
Table 1: Domain Revisions

CCSS ELA (2011) STRANDS	WA ELA 2026 DOMAINS	WA ELA 2026 PRIORITIES
1) Reading <ul style="list-style-type: none"> Literary text Informational text Foundational skills 2) Writing 3) Speaking and Listening 4) Language	1) Reading 2) Writing 3) Speaking, Listening and Digital Forums 4) Language 5) Research and Media Literacy	Identified using: <ul style="list-style-type: none"> Endurance Leverage Readiness
Number of standards: 455	Number of standards: 291	Priorities: 129
Standards By Grade: K: 41 1: 41 2: 40 3: 42 4: 43 5: 43 6: 41 7: 41 8: 41 9–10: 41 11–12: 41	Standards By Grade: K: 24 1: 26 2: 28 3: 28 4: 27 5: 27 6: 27 7: 26 8: 26 9–10: 26 11–12: 26	Priorities By Grade: K: 11 1: 12 2: 12 3: 12 4: 12 5: 12 6: 12 7: 11 8: 11 9–10: 12 11–12: 12

How to Read the Standards

The structure of the WA ELA 2026 reflects the way in which ELA skills and activities develop over time. The order of the standards, domains, and categories within a grade level do not indicate the order in which they should be taught. Figure 1 (on the next page) shows an example of the coding for a 2nd grade standard.

Figure 1: ELA code example



Content code tells which content area or subject the standard is for. The WA ELA 2026 standards use “ELA”.

Grade level or grade band tells which grade level(s) the ELA standard is for:

- Kindergarten uses “K.”
- Grades 1 through 8 use the number for the grade level.
- High school standards use “9–10” and “11–12.”

Domains group the literacy skills together as:

- Reading “R”
- Writing “W”
- Speaking, Listening, and Digital Forums “SLDF”
- Language “L”
- Research and Media Literacy “RML”

Domain descriptors are found underneath each domain title. For each grade level, this describes the big picture of skills and knowledge within that domain.

Categories are groups of standards within the domain but are not included in the coding. For example, elementary standards in the *Reading* domain are grouped into the following categories:

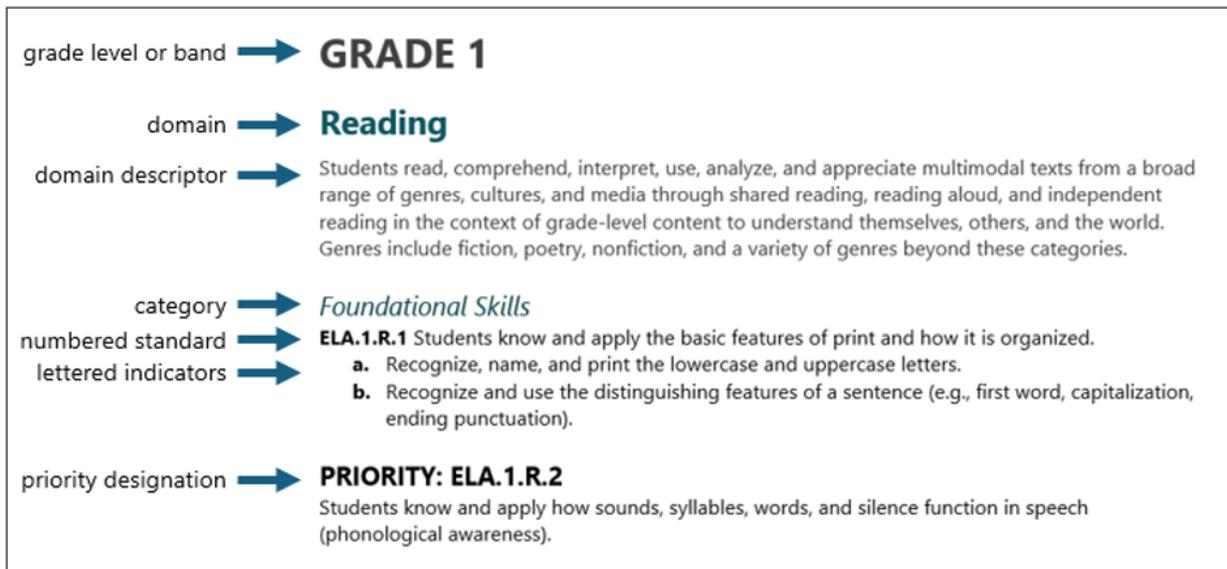
- Foundational Skills
- Comprehending and Interpreting Texts
- Analyzing, Evaluating, and Using Texts

Standards define what students should understand and be able to do. The numbered standard within a domain generally represents the same skill throughout the grade levels, even as these skills increase in sophistication and complexity. For example, standard number 4 in the Reading domain represents the skill of comprehension and interpretation at every grade level. This reflects the recursive nature of skills in ELA.

Lettered indicators provide specificity for the numbered standards. Some standards have these indicators, others do not. The letters indicate ways in which the numbered standards can be accomplished, either as the sequence of a process or as a range of options.

Figure 2 (on the next page) shows an example of a standard with the structure elements labeled.

Figure 2: Example within Word Document



Key Features of the Domains

Reading

The *Reading* standards ask students to read across a wide variety of genres. Literary and informational texts are combined and reorganized around genre including emerging genres (e.g. social media posts) beyond the categories of literary or informational. In Kindergarten through 5th grade, standards for foundational skills are placed in the context of a language and print-rich environment. Text/visual features expand into grades 6–12, teaching students to “decode” genre-specific visual elements. From Kindergarten through high school, these standards are followed by standards for comprehension, interpretation, evaluation, and use of texts.

- **Recognizing genre-specific elements.** Genre features can directly influence comprehension. For example, line breaks in poetry shape rhythm and meaning; glossed words in a textbook aid understanding of specialized terms; and clickable words and phrases in a Wikipedia entry open new layers of information.
- **Welcoming media literacy.** By engaging with genre in this way, *Reading* standards naturally provide opportunities for media literacy. This helps represent the wide spectrum of texts students navigate in the 21st century—from print to interactive digital formats—preparing them to read with both discernment and critical thinking.
- **Building on what students bring to the text.** *Reading* standards invite students’ purposes, experiences, and previous knowledge into their reading. While texts can expand, shape, and even contradict students’ knowledge and experiences, readers are better able to understand new ideas and phenomena when they acknowledge what they bring to the text.

Writing

The *Writing* standards empower students to compose a wide range of genres for varied purposes and audiences. Although argument is one form of persuasion, the standards recognize that many persuasive genres use distinct techniques. Informative, explanatory, and narrative writing are also included as flexible genre categories rather than fixed text types.

This expanded view of writing aligns with shifts in the reading standards and deepens the inclusion of media literacy. The *Writing* standards also introduce digital citizenship, prompting students to consider the permanence of their writing and the range of intended and unintended audiences. With a process-oriented approach, the standards help students consider the communicative situation and prepare them to write unfamiliar genres in the future.

To increase rigor and relevance, students are invited to compose complex texts that reflect real-world communication, including:

- **Academic writing** – structured, evidence-based texts.
- **Professional communication** – resumes, emails, proposals, and workplace documentation.
- **Personal expression** – reflective writing, personal letters, journaling, and storytelling.
- **Civic discourse** – opinion pieces, public commentary, and advocacy writing.
- **Digital publishing** – blogs, social media posts, and multimedia compositions.

Speaking, Listening, and Digital Forums

The standards for *Speaking, Listening, and Digital Forums* emphasize the importance of engaging students in meaningful, respectful communication—both in person and online. While digital forums resemble conversation more than traditional writing, they introduce unique opportunities that require students to apply and expand their social-emotional learning and digital citizenship skills. To participate effectively, students must navigate the complexities of online discourse, including:

- **Civil discourse skills** used in both face-to-face and digital discussions.
- **Permanence** of digital conversations and their long-term impact.
- **Anonymity and authenticity** can influence behavior and accountability.
- **Social-emotional competencies** such as self-awareness, social management, and engagement.

By integrating digital citizenship into these standards, educators prepare students for the realities of communication in a digital age.

Language

The *Language* standards support students to develop their knowledge and use of the English language in different contexts for different purposes. Language skills and knowledge develop within the literacy activities represented by the other domains.

The *Language* standards emphasize the context in which students develop language skills and knowledge. These standards are reorganized for clarity and connections with structured literacy. In addition, language standards are written to be easy to use in dual-language settings and include connections to the Key Language Uses found in the WIDA framework.

Research and Media Literacy

The *Research* standards accurately reflect real-world uses for research. Students can write about research but can also use it to inform decisions and discussions, satisfy curiosity, inspire creative work, and provide context for the texts they read and study.

Putting research and media literacy into a single domain emphasizes the need to identify credible and relevant sources during the research process.

Students encounter countless media messages all day long. The *Media Literacy* standards do not tell students what to think about media messages and information sources. Instead, *Media Literacy* standards teach students to use their own lenses to analyze:

- **Reactions** to media messages.
- **Purposes** of media messages and the techniques used to accomplish them.
- **Accuracy/logic/fairness** of media messages.
- **Credibility** of information sources.

These *Media Literacy* standards help students think critically about media messages so they can make their own informed choices about what to believe and what actions to take. As students consider their reactions to media messages, they rely on and build skills associated with social-emotional learning.

KINDERGARTEN

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.K.R.1 Students know and apply the basic features of print and how it is organized.

- a. Distinguish pictures from letters and words in a print-rich environment.
- b. Follow a text from top to bottom, left to right, and page by page.
- c. Identify front and back covers, titles, and the title page of printed books.
- d. Recognize, name, and print the lowercase and uppercase letters.
- e. Recognize that spoken words are represented by specific sequences of letters in print.
- f. Recognize that words are separated by spaces in print.

PRIORITY: ELA.K.R.2

Students know and apply how sounds, syllables, words, and silence function in speech (phonological awareness).

- a. Recognize, pronounce, separate, blend, and count the syllables in spoken words.
- b. Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken consonant-vowel-consonant (CVC) words.
- c. Blend and segment onsets and rimes of single syllable spoken words.
- d. Recognize and produce rhyming words.
- e. Add, delete, or substitute individual spoken sounds (phonemes) in simple words to form new words.
- f. Identify and separate individual words within spoken phrases and sentences.

PRIORITY: ELA.K.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Recognize and name all upper- and lowercase letters.
- b. Produce the corresponding sound for each consonant and each short vowel.
- c. Produce the short vowel sounds with common CVC spellings in closed syllables.
- d. Decode simple CVC words using letter sound correspondence (e.g., "bat," "log").
- e. Recognize and read common high frequency words (e.g., "me," "the," "go," "is").
- f. Add, delete, and substitute individual sounds (phonemes) in spoken or simple printed words to make new words.
- g. Recognize, pronounce, separate, blend and count syllables in spoken and printed words.
- h. Read simple sentences with emerging fluency.

Comprehending and Interpreting Texts

PRIORITY: ELA.K.R.4

Students comprehend and interpret texts during shared reading, read aloud, and independent

reading, using a variety of strategies.

- a. Preview the text by noting author, illustrator, title, topic, genre, and images.
- b. Tell their purpose for reading.
- c. Use personal connections and knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Make predictions and check them against what is in the text.
- e. Tell how the text/visual features represent and/or add to the written text's meaning.
- f. Ask and answer questions about a text's topic, characters, setting, and/or major events.
- g. Tell how pictures and words help readers understand emotions, characters, actions, places, or information.
- h. Retell familiar stories in their own words and/or say what they learned from a text.

Analyzing, Evaluating and Using Texts

ELA.K.R.5 Students analyze texts by making connections between texts, authors, readers, and the world.

- a. Tell what pictures or words in a text make them think, feel, or wonder.
- b. Tell what a story is mostly about and make a personal connection to it.
- c. Compare and/or contrast the narrators, characters, settings, plots, and/or ideas in two or more texts.

ELA.K.R.6 Not in K.

ELA.K.R.7 Students use and interact with texts in a language-rich environment to explore questions, issues, and skills, relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time holding, looking at, reading, and/or listening to texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Tell what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts through drawing, visually representing, dictating, and writing in a variety of genres for a range of communicative situations in the context of grade level content.

Writing Purposes and Products

PRIORITY: ELA.K.W.1

Students compose multimodal texts through shared and independent writing activities in a variety of genres for sense-making and to communicate with others.

- a. Describe experiences, ideas, and imaginings.
- b. Inform others about their observations and explanations of the world.
- c. Express their opinions and/or preferences.
- d. Persuade others.
- e. Tell the story of a single event or several loosely linked events.

Plan and Draft

ELA.K.W.2 Students plan and complete shared and independent writing projects.

- a. Connect the task to their interests or experiences.
- b. Recognize that writing shares ideas with a reader or listener.
- c. Identify steps to complete the project or task.

PRIORITY: ELA.K.W.3

Students draft content by generating and gathering ideas, including appropriate use of tools.

- a. Identify topics and ideas.
- b. Choose information from group research, images, and/or multimedia artifacts that illustrate and support their ideas.
- c. Tell some information about a topic.
- d. Tell an opinion and/or preference.
- e. Tell events in stories.
- f. Add labels to drawings and diagrams.

ELA.K.W.4 Not in K.

Revise and Edit

ELA.K.W.5 Students discuss their writings or drawings with others.

Share and Publish

ELA.K.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.K.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Identify expectations for engaging with and including other participants.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Draw on experience, observation, and prior learning to answer questions.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Identify when clarification is needed for something they did not understand and/or restate what they heard others say.
- f. Answer questions to clarify something others did not understand.

Collaboration

ELA.K.SLDF.2 Students collaborate on projects and tasks.

- a. Identify expectations, changing them when needed.
- b. Contribute towards the shared goal.
- c. Communicate to support the group and/or deal with concerns.

Public Speaking and Presentations

PRIORITY: ELA.K.SLDF.3

Students express experiences, positions, ideas, findings, and creative work.

- a. Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.K.W.1.
- b. Develop content by considering what they want to communicate within the situation.
- c. Use images and/or multimedia artifacts in presentations to clarify content.

Voice

ELA.K.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths, thoughts, and feelings.
- b. Determine what they want or do not want to share and why.

ELA.K.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content.

Language

Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.K.L.1 Students notice when and why language is used differently at school, at home, and with peers.

- a. Name familiar objects and topics as said at school, at home, and with peers.
- b. Identify when a word, phrase or sentence best answers a question.

ELA.K.L.2 Not in K.

Structure and Functions of English

PRIORITY: ELA.K.L.3

Students produce and expand complete sentences in group and individual activities in the context of conversations and writing about experiences, events, and kindergarten content.

- a. Produce simple sentences.
- b. Expand simple sentences by adding information or details that clarify the message.
- c. Capitalize the first word in a sentence.
- d. Capitalize the pronoun I.
- e. Recognize and name end punctuation.

PRIORITY: ELA.K.L.4

Students use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Understand and use high frequency nouns, verbs, and prepositions.
- c. Understand and use question words.
- d. Spell simple words phonetically.
- e. Form regular plural nouns orally by adding /s/ or /es/.

ELA.K.L.5 Students explore word relationships and distinguish shades of meaning in the context of kindergarten conversations, reading, and writing about experiences, events, and ideas.

- a. Identify real-life connections between words and their use by sorting common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- c. Distinguish shades of meaning among verbs by describing the same general action and/or acting out the meanings.

Research and Media Literacy

Students ask questions, seek answers from a variety of sources, and use their learning. Students identify reactions to and parts of media messages as well as people who provide information.

Research and Inquiry

PRIORITY: ELA.K.RML.1

Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively.

- a. Ask questions about a provided topic or things that make them curious.
- b. Generate ideas for where they might find answers to their questions, including talking to people about the topic.
- c. Identify a variety of information sources and where to find them, including by exploring libraries.
- d. Observe adults using digital search tools.
- e. Identify relevant information from their searches.
- f. Use and/or share new learning.

Media Literacy

ELA.K.RML.2

Students identify reactions to media messages.

- a. Identify how media messages make them feel.

ELA.K.RML.3 Not in K.

ELA.K.RML.4 Students identify characteristics of different parts of media messages.

- a. Identify facts and opinions within media messages.
- b. Identify what's realistic and what's pretend within media messages.
- c. Identify images within media messages.

PRIORITY: ELA.K.RML.5

Students identify people who provide information.

- a.** Identify who decided what to include in a particular information source.
- b.** Identify people who are experts on a particular topic and could provide information about it.

GRADE 1

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.1.R.1 Students know and apply the basic features of print and how it is organized.

- a. Recognize, name, and print the lowercase and uppercase letters.
- b. Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

PRIORITY: ELA.1.R.2

Students know and apply how sounds, syllables, words, and silence function in speech (phonological awareness).

- a. Recognize, segment, blend, and count the syllables in spoken words.
- b. Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken single-syllable words.
- c. Orally produce single-syllable words by blending individual sounds (phonemes), including consonant blends.
- d. Add, delete, or substitute individual sounds (phonemes) in simple words to form new words.

PRIORITY: ELA.1.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Produce the sounds for short and long vowels, consonants, and use them to decode regularly spelled one-syllable words.
- b. Know the spelling sound-correspondence for common consonant digraphs (e.g., "ch," "sh," "th," "wh").
- c. Recognize and apply knowledge of CVC and silent –e (CVCe) patterns for representing long vowel sounds (e.g., "cake," "bike").
- d. Recognize and apply the understanding that every syllable must have a vowel sound.
- e. Decode regularly spelled two-syllable words by breaking them into syllables and applying known spelling patterns (e.g., "robin").
- f. Add, delete, or substitute letters and common spelling patterns (word families) to form new words and demonstrate how patterns change pronunciation or meaning.
- g. Read words with inflectional endings (e.g., "-s," "-ed," "-ing").
- h. Recognize and read irregularly spelled words (e.g., "said," "was").
- i. Read high frequency words with increased accuracy and automaticity.
- j. Read simple sentences and short paragraphs with increasing fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.

Comprehending and Interpreting Texts

PRIORITY: ELA.1.R.4

Students comprehend and interpret texts during shared reading, read aloud, and independent reading, using a variety of strategies.

- a. Preview the text by noting author, illustrator, title, topic, genre, and images.
- b. Tell their purpose for reading.
- c. Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Make predictions and check them against what is in the text.
- e. Use a variety of strategies to maintain motivation and reconnect to the flow of reading.
- f. Tell how the text/visual features represent and/or add to the written text's meaning.
- g. Ask and answer questions about the topic and key details in a text.
- h. Describe a story's characters, setting, and major events.
- i. Tell how specific pictures or words help readers understand emotions, characters, actions, information, or ideas.
- j. Retell familiar stories in their own words and/or say what they learned from a text.

Analyzing, Evaluating, and Using Texts

ELA.1.R.5 Students analyze texts by making connections between texts, authors, readers, and the world.

- a. Describe what words or images in a text make them think, feel, or wonder.
- b. Tell the main idea or lesson in a text and make a personal connection to it.
- c. Compare and contrast the narrators, characters, settings, plots, and/or ideas in two or more texts.

ELA.1.R.6 Not in 1st grade.

ELA.1.R.7 Students use and interact with texts in a language-rich environment to explore questions, issues, and skills, relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time holding, looking at, reading, and/or listening to texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Tell what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts through drawing, visually representing, and writing in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

PRIORITY: ELA.1.W.1

Students compose multimodal texts through shared and independent writing activities in a variety of genres for sense-making and/or to communicate with others.

- a. Describe experiences, ideas, and imaginings.

- b. Inform others about their observations and explanations of the world.
- c. Express their opinions and/or preferences.
- d. Persuade others.
- e. Tell the story of two or more events.

Plan and Draft

PRIORITY: ELA.1.W.2

Students plan and complete shared and independent writing projects.

- a. Connect the task to their interests, experiences, or topics they know about.
- b. Recognize that writing shares ideas with specific readers or listeners.
- c. Identify and sequence steps to complete the writing project or task.

PRIORITY: ELA.1.W.3

Students draft content by generating and gathering ideas, including appropriate use of tools.

- a. Identify topics and ideas.
- b. Identify features and/or genre conventions from mentor texts.
- c. Choose information from group research, images, and/or multimedia artifacts that illustrate and support their ideas.
- d. Tell some information about a topic.
- e. Compare and contrast information within a topic.
- f. State a detail about an opinion and/or preference.
- g. Tell events in stories in sequence, using details and temporal words to signal order.
- h. Add labels to drawings and diagram.

ELA.1.W.4 Students organize content.

- a. Name topics to introduce them.
- b. Group or sequence related content.
- c. Provide a sense of closure.

Revise and Edit

ELA.1.W.5 Students discuss, revise, and/or edit their compositions.

- a. Re-read to decide if the draft makes sense.
- b. Ask an adult or peer for feedback about their compositions.
- c. Add, remove, or change words, details, and/or pictures to better communicate and represent meaning.
- d. Edit for mechanics, conventions, and consistency of text/visual features. [Demonstrate command of Language standards in grades K–1.]

Share and Publish

ELA.1.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.1.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Identify expectations for engaging with and including other participants.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Draw on experience, observation, and prior learning to answer questions.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Identify when clarification is needed for something they did not understand and/or restate what they heard others say.
- f. Answer questions to clarify something others did not understand.

Collaboration

ELA.1.SLDF.2 Students collaborate on projects and tasks.

- a. Describe expectations, changing them when needed.
- b. Contribute towards the shared goal.
- c. Communicate to support the group and/or deal with concerns.

Public Speaking and Presentations

PRIORITY: ELA.1.SLDF.3

Students express experience, positions, ideas, findings, and creative work.

- a. Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.1.W.1.
- b. Develop content by considering what they want to communicate within the situation.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.

Voice

ELA.1.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths, thoughts, and feelings.
- b. Determine what they want or do not want to share and why.

ELA.1.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content.

Language

Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.1.L.1 Students notice when and why language is used differently at school, at home, and with peers.

- a. Compare the names of objects and topics as said at school, at home, and with peers.
- b. Identify when a word, phrase or sentence best answers a question.

ELA.1.L.2 Not in 1st grade.

Structure and Functions of English

PRIORITY: ELA.1.L.3

Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and first grade content.

- a. Expand simple sentences by adding information or details that clarify the message.
- b. Use the matching verb form for singular and plural nouns in basic sentences.
- c. Use verbs to convey a sense of past, present, and future.
- d. Capitalize the first word in a sentence, dates, and proper nouns.
- e. Use commas in dates and to separate single words in a series.
- f. Use periods, exclamation points, and question marks to show the difference between a statement, exclamation, and question.

PRIORITY: ELA.1.L.4

Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.
- e. Spell simple and frequently occurring irregular words by using common and/or irregular spelling patterns.
- f. Use -'s with nouns to show possession.

ELA.1.L.5 Students explore word relationships and distinguish shades of meaning in the context of first grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use frequently occurring root words as a clue to the meaning of an unknown word.
- b. Use the most frequently occurring affixes as a clue to the meaning of an unknown word.
- c. Sort and define words by category according to their use and by one or more key attributes.
- d. Use sentence-level context as a clue to the meaning of a word or phrase.
- e. Distinguish shades of meaning among verbs differing in manner and adjectives differing

in intensity by defining or choosing them or by acting out the meanings.

Research and Media Literacy

Students ask questions, seek answers from a variety of sources, and use their learning. Students identify reactions to media messages, purposes and parts of media messages, and people who provide information.

Research and Inquiry

PRIORITY: ELA.1.RML.1

Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively.

- a. Ask questions about a provided topic or things that make them curious.
- b. Generate ideas for where they might find answers to their questions, including by talking to people about the topic.
- c. Identify a variety of information sources and where to find them, including by exploring libraries.
- d. Contribute suggestions when adults use digital search tools.
- e. Gather relevant information using a variety of strategies.
- f. Use and/or share new learning.

Media Literacy

ELA.1.RML.2 Students identify reactions to media messages.

- a. Identify how media messages make them feel.

ELA.1.RML.3 Students identify the purposes of media messages.

- a. Identify media messages that are selling something and media messages that are just for fun.

ELA.1.RML.4 Students identify characteristics of different parts of media messages.

- a. Identify facts and opinions within media messages.
- b. Identify what's realistic and what's pretend within media messages.
- c. Describe images within media messages.

PRIORITY: ELA.1.RML.5

Students identify people who provide information.

- a. Identify who decided what to include in a particular information source.
- b. Identify people who are experts on a particular topic and could provide information about it.

GRADE 2

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.2.R.1 Students know and apply the basic features of print and how it is organized.

- a. Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation).
- b. Recognize the basic features of dialogue.

PRIORITY: ELA.2.R.2

Students demonstrate phonemic awareness to support decoding and spelling.

- a. Segment, blend, and manipulate syllables and individual sounds (phonemes) in spoken and printed words to form new words.
- b. Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken and printed words.
- c. Produce words by blending individual sounds (phonemes), including consonant blends, digraphs, and common vowel teams.
- d. Recognize and produce words that begin with the same initial sound (alliteration).

PRIORITY: ELA.2.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Know letter-sound correspondences including consonant digraphs and common vowel teams (e.g., "ai," "oa," "ou," "oi," "ue").
- b. Distinguish long and short vowel sounds in regularly spelled one-syllable words.
- c. Use common syllable types (open, closed, silent -e, vowel team, r- controlled) to decode words.
- d. Decode multisyllabic words by breaking them into syllables (e.g., VC/CV, "nap/kin"; V/CV, "ro/bot").
- e. Decode words with common roots, prefixes and suffixes (e.g., "re-," "un-," "-ful," "-less," "-ly").
- f. Identify words with inconsistent but common spelling sound correspondences (e.g., "bread," "busy", "great").
- g. Add, delete, or substitute syllables, prefixes, or suffixes to form new words.
- h. Decode and spell common contractions and compound words.
- i. Read high frequency and irregularly spelled words by sight with increasing accuracy and automaticity.
- j. Read grade-level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.

Comprehending and Interpreting Texts

PRIORITY: ELA.2.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text by noting author, illustrator, topic, genre, and images.
- b. Describe their purpose for reading.
- c. Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Use prior knowledge to make predictions, revising them based on what is in the text.
- e. Use a variety of strategies to maintain motivation and reconnect to the flow of reading.
- f. Explain how specific pictures or words help readers understand the text and how text/visual features add to the written text's meaning.
- g. Ask and answer questions about a text, referring to key details in the text.
- h. Describe a story's characters, setting, and major events, including how characters respond to major events and challenges.
- i. Retell a story in their own words and/or say what they learned from a text.

Analyzing, Evaluating, and Using Texts

ELA.2.R.5 Students analyze texts by making connections between texts, authors, readers, and the world.

- a. Describe what words or images in a text make them think, feel, or want to act.
- b. Describe the central message, main idea, moral, or lesson in a text and how it connects to their own experiences and understandings.
- c. Compare and contrast the narrators, characters, settings, plots, and/or ideas in two or more texts.

ELA.2.R.6 Students evaluate texts.

- a. Say what they may or may not like about a text and tell the reason.

ELA.2.R.7 Students use and interact with texts in a language-rich environment to explore questions, issues, and skills, relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time exploring, viewing, reading, and/or listening to texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Describe what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

PRIORITY: ELA.2.W.1

Students compose multimodal texts in a variety of genres for sense-making and/or to communicate with others.

- a. Describe experiences, ideas, and imaginings using sensory details.
- b. Inform others about their observations and explanations of the world.
- c. Express their opinions and/or preferences.
- d. Persuade others.
- e. Tell stories and narratives.

Plan and Draft

PRIORITY: ELA.2.W.2

Students plan and complete writing projects.

- a. Connect the task to their interests, experiences, or topics they know about.
- b. Consider purpose and audience when planning writing.
- c. Sequence and organize steps to complete a writing project or task.

PRIORITY: ELA.2.W.3

Students draft content within the genre by generating and gathering ideas, including appropriate use of tools.

- a. Identify topics and ideas.
- b. Use text/visual features, formatting, and/or genre conventions noticed in mentor texts.
- c. Choose information from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
- d. State facts, definitions, and examples to develop points and ideas within a topic.
- e. Compare and contrast information within a topic.
- f. Provide details about an opinion and/or preference, using linking words.
- g. Tell events in stories in order, using temporal words to signal order and details to elaborate, describing actions, thoughts, and feelings.

ELA.2.W.4 Students organize content.

- a. Introduce topics.
- b. Group or sequence related content.
- c. Provide a sense of closure.

Revise and Edit

ELA.2.W.5 Students discuss, revise, and/or edit their compositions.

- a. Re-read to decide if the draft makes sense.
- b. Ask an adult or peer for feedback about their compositions.
- c. Add, remove, or change words, details, and/or pictures to better communicate and represent meaning.
- d. Edit for mechanics, conventions, and consistency of text/visual features. [Demonstrate command of Language standards in grades K–2.]

Share and Publish

ELA.2.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.2.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Describe expectations for engaging with and including other participants.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Draw on experience, observation, and prior learning to contribute.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Ask for clarification or more information and/or explain what they understood.
- f. Answer questions to clarify something others did not understand.
- g. Identify when, how, and why their opinions or understandings changed.
- h. Identify points of agreement or disagreement from the discussion.

Collaboration

ELA.2.SLDF.2 Students collaborate on projects or tasks.

- a. Describe expectations, changing them when needed.
- b. Contribute towards shared goals by building on strengths.
- c. Communicate to support the group and/or deal with concerns.

Public Speaking and Presentations

PRIORITY: ELA.2.SLDF.3

Students present experience, positions, ideas, findings, and creative work.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.2.W.1.
- b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.

Voice

ELA.2.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths, thoughts, and feelings.
- b. Determine what they want or do not want to share and why.

ELA.2.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Students develop command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.2.L.1 Students notice when and why language is used differently at school, at home, and with peers.

- a. Compare formal and informal uses of language.
- b. Describe real-life connections between words and what they represent.

ELA.2.L.2 Students read grade-level text orally with purpose, understanding, and accuracy, improving rate and expression on successive readings.

Structure and Functions of English

PRIORITY: ELA.2.L.3

Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and second grade content.

- a. Produce, expand, and rearrange complete simple and compound sentences.
- b. Give more detail or be more specific by using adjectives and adverbs.
- c. Use the matching verb form for singular and plural nouns in basic sentences.
- d. Form and use the past tense of frequently occurring irregular verbs.
- e. Capitalize holidays and the names of people, places, and products.
- f. Use commas in greetings and the closing of cards, letters, and emails.
- g. Use periods, exclamation points, and question marks to end statements, exclamations, and questions.

PRIORITY: ELA.2.L.4

Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Generalize learned spelling patterns.
- c. Use collective nouns and irregular plural nouns.
- d. Use reflexive pronouns.
- e. Understand and use high frequency adjectives, prepositions, conjunctions, and determiners.
- f. Use apostrophes to form contractions and possessives.

ELA.2.L.5 Students explore word relationships and distinguish shades of meaning in the context of second grade conversations, reading, and writing.

- a. Use known root words and prefixes as a clue to the meaning of an unknown word.
- b. Use knowledge of individual words as a clue to the meaning of compound words.
- c. Use sentence-level context as a clue to the meaning of a word or phrase.
- d. Distinguish shades of meaning among closely related verbs, adjectives, and adverbs.

Research and Media Literacy

Students ask questions, seek answers using a variety of sources and tools, and use their learning. Students identify reactions to media messages, purposes and parts of media messages, and people who provide information.

Research and Inquiry

PRIORITY: ELA.2.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask questions about things that make them curious.
- b. Generate ideas for where they might find answers to their questions, including by talking to people about the topic.
- c. Identify a variety of information sources and where to find them, including by exploring libraries.
- d. Contribute suggestions when adults use digital search tools.
- e. Gather relevant information using a variety of strategies.
- f. Use and/or share new learning.

Media Literacy

ELA.2.RML.2 Students identify reactions to media messages.

- a. Identify how media messages make them feel and what these emotions may make them want to say or do.

PRIORITY: ELA.RML.3

Students identify the purposes of media messages.

- a. Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

ELA.2.RML.4 Students compare different parts of media messages.

- a. Determine whether statements in media messages can be verified as true or false or express an opinion.
- b. Compare and contrast information on the same topic in two or more media messages from different sources.
- c. Describe how changing an image can change the meaning of a media message.

ELA.2.RML.5 Students identify people who provide information.

- a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source.
- b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.

GRADE 3

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.3.R.1 Students know and apply the basic features of print and how it is organized.

- a. Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation).
- b. Recognize the distinguishing text/visual features of fiction, poetry, and non-fiction.
- c. Recognize various features of written dialogue. (e.g. speaker tags, paragraph breaks, quotation marks).

ELA.3.R.2 Students demonstrate automatic phonemic awareness proficiency to support accurate decoding and spelling.

PRIORITY: ELA.3.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Decode multisyllabic words using known syllable types and division patterns (e.g. VCCV, VCV, VCCCV).
- b. Recognize and read words with regular and common irregular spellings.
- c. Apply knowledge of prefixes, suffixes, and base or root words to decode and determine the meaning of unfamiliar words.
- d. Decode and apply understanding of contractions, compound words, and frequently occurring abbreviations (e.g., "Dr.," "Mrs.," "Ave.").
- e. Identify and distinguish common homonyms and homophones in spoken and written contexts.
- f. Read grade level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.

Comprehending and Interpreting Texts

PRIORITY: ELA.3.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text by noting author, illustrator, topic, genre, images, and text/visual features.
- b. Explain their purpose for reading.
- c. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Make inferences and predictions, checking and/or revising them based on what is in the text.
- e. Use a variety of strategies to maintain motivation and reconnect to the flow of reading.
- f. Explain how images or words help readers understand the text and how text/visual features add to the written text's meaning.

- g. Ask and answer questions about a text, referring to key details in the text.
- h. Determine the narrator's point of view.
- i. Describe a story's characters, setting, and major events, including characters' perspectives and how their actions contribute to events.
- j. Describe how text structure, such as compare/contrast among others, shapes readers' understanding of ideas or information.
- k. Retell a story in their own words and/or say what they learned from a text.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.3.R.5

Students analyze texts by making connections between texts, authors, readers, and the world.

- a. Describe how an author's choices influence what readers think, feel, or want to do.
- b. Describe the central message, main idea, theme, or key information in a text, how it deepens or expands their previous understanding, and how it connects to their own experiences.
- c. Compare and contrast two or more versions of the same story.

ELA.3.R.6 Students evaluate texts.

- a. Describe what they may or may not like about a text and tell the reason.
- b. Describe how the author, narrator, and/or character's perspective is the same as or different from their own.

ELA.3.R.7 Students use and interact with texts in a language-rich environment to explore questions, issues, and skills, relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time exploring, viewing, reading, and/or listening to texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Describe what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Product

PRIORITY: ELA.3.W.1

Students compose multimodal texts in a variety of genres across content areas for sense-making and/or to communicate with others.

- a. Describe experiences, ideas, and imaginings, using sensory details.
- b. Record observations and/or inform others about their observations and explanations of the world.
- c. Take a position on an issue.
- d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.

- e. Tell stories and narratives.

Plan and Draft

ELA.3.W.2 Students plan and complete writing projects.

- a. Connect the task to interests, experiences, or relevant topics.
- b. Consider the audience and what they may already know about the topic and plan writing to meet their needs.
- c. Sequence and organize the process needed to complete a writing project or task.

PRIORITY: ELA.3.W.3

Students draft content within the genre by generating and gathering ideas, including appropriate use of tools.

- a. Generate topics.
- b. Select text/visual features, formatting, and/or genre conventions to follow or adapt from mentor texts.
- c. Choose material from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
- d. Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas.
- e. Examine and make connections between information and ideas within a topic.
- f. Support a position with reasons, using linking words.
- g. Tell stories in a sequence of events, using temporal words, details, and dialogue when relevant, describing actions, thoughts, and feelings, and showing characters' response to events.

ELA.3.W.4 Students organize content using the genre's structure.

- a. Introduce topics.
- b. Organize related content in paragraphs and sections.
- c. Compose a concluding statement or section.

Revise and Edit

PRIORITY: ELA.3.W.

Students evaluate, revise, and edit their compositions.

- a. Re-read draft for clarity and to determine next steps.
- b. Gather and consider using feedback about their compositions.
- c. Revise by using what they learned from re-reading and feedback.
- d. Edit for mechanics, conventions, and consistency of text/visual features. [Demonstrate command of Language standards in grades K–3.]

Share and Publish

ELA.3.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.

- a. Identify who might be able to access compositions and how those people might react.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.3.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Describe expectations for engaging with and including other participants, especially in digital forums.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Express ideas clearly by drawing on experience, prior knowledge, and/or research.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Ask for clarification or more information and/or explain what they understood.
- f. Respond to feedback about how others understood their communication, especially in digital forums.
- g. Identify when, how, and why their opinions or understandings changed.
- h. Identify points of agreement or disagreement from the discussion.

Collaboration

ELA.3.SLDF.2 Students collaborate on projects or tasks.

- a. Discuss expectations, reviewing and changing them when needed.
- b. Contribute towards shared goals by building on strengths.
- c. Communicate to build community by addressing concerns and considering others' strengths and perspectives.

Public Speaking and Presentations

PRIORITY: ELA.3.SLDF.3

Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.3.W.1.
- b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.

Voice

ELA.3.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, and attitudes.

- b. Determine what they want or do not want to share and why.

ELA.3.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.3.L.1 Students notice when and why language is used differently according to the setting.

- a. Compare formal and informal uses of language and the contexts in which they occur.
- b. Distinguish literal, figurative, and colloquial meanings of words and phrases.

ELA.3.L.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving rate and expression on successive readings.

Structure and Functions of English

PRIORITY: ELA.3.L.3

Students produce, expand, combine, and reduce sentences in group and individual activities in the context of conversations and writing about experiences, events, and third grade content.

- a. Produce, expand, and combine simple, compound, and complex sentences using coordinating and subordinating conjunctions with appropriate punctuation.
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. Give more detail or enhance descriptions by using comparative and superlative adjectives and adverbs.
- d. Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement, including regular and irregular verbs.
- e. Capitalize the appropriate words in titles.
- f. Use commas in addresses.
- g. Use commas and quotation marks in dialogue.

PRIORITY: ELA.3.L.4

Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Identify and use abstract and concrete nouns and the words that describe them.
- c. Use conventional spelling patterns and generalizations.
- d. Form and use regular and irregular plural nouns.
- e. Identify and use words that describe spatial and temporal relationships (e.g., before, after, above, between, during, until).

ELA.3.L.5 Students explore word relationships and distinguish shades of meaning in the context of third grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use root words, prefixes, and suffixes as clues to the meaning of an unknown word.
- b. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty.

Research and Media Literacy

Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. Students identify reactions to media messages, purposes and parts of media messages, and people who provide information.

Research and Inquiry

PRIORITY: ELA.3.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask questions about things that make them curious and refine their questions as they learn new things about the topic.
- b. Generate ideas for where they might find information based on what they and/or others know about the topic.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge.
- d. Use digital search tools to generate different search results by using different search terms, then identify characteristics of search results.
- e. Gather relevant information using a variety of strategies.
- f. Use and/or share new learning.

Media Literacy

ELA.3.RML.2 Students identify reactions to media messages.

- a. Identify how media messages make them feel and what these emotions may make them want to say or do.
- b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

PRIORITY: ELA.3.RML.3

Students identify the purposes of media messages and how those purposes are achieved.

- a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

ELA.3.RML.4 Students compare different parts of media messages.

- a. Determine whether statements in media messages can be verified as true or false, express an opinion, or take a position.
- b. Compare and contrast information on the same topic in two or more media messages from different sources.
- c. Describe how changing an image or the words used to describe an image can change the

meaning of a media message.

- d. Identify reasons that support a position.

ELA.3.RML.5 Students identify people who provide information.

- a. Determine whether an individual, an organization, or both can be considered responsible for the content of an information source.
- b. Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it.

GRADE 4

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.4.R.1 Students know and apply the basic features of print and how it is organized.

- a. Recognize the distinguishing text/visual features of fiction, poetry, plays and non-fiction.

ELA.4.R.2 Not in 4th grade.

PRIORITY: ELA.4.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Use knowledge of syllable types and common division patterns to read and spell complex and unfamiliar words found in grade-level text.
- b. Use knowledge of common Latin and Greek roots and affixes to decode and determine the meaning of complex words (e.g., "biology," "autograph," "telescope").
- c. Identify and decode words with inconsistent but common spelling sound correspondences (e.g., "choir," "island," "biscuit").
- d. Read grade-level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.

Comprehending and Interpreting Texts

PRIORITY: ELA.4.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text by noting author, illustrator, topic, genre, images, and text/visual features.
- b. Explain their purpose for reading.
- c. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Make inferences and predictions, checking and/or revising them based on what is in the text.
- e. Use a variety of strategies to maintain motivation and reconnect to the flow of reading.
- f. Explain how images or words influence reader understanding and how text/visual features add to the written text's meaning.
- g. Summarize a text, referring to details and examples in the text.
- h. Determine the narrator's point of view.
- i. Describe a story's characters, setting, and major events, including characters' perspectives, drawing on specific details in the text.
- j. Explain how text structure, such as cause/effect among others, shapes readers' understanding of ideas or information.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.4.R.5

Students analyze texts, introducing and attributing textual evidence when relevant.

- a. Explain how an author's choices influence readers' thoughts, feelings, or actions.
- b. Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences.
- c. Compare and contrast two or more versions of the same story.

ELA.4.R.6 Students evaluate texts.

- a. Explain what they may or may not like about a text and tell the reason.
- b. Explain how the author, narrator, and/or character's perspective is the same as or different from their own.

ELA.4.R.7

Students use and interact with texts in a language-rich environment to explore questions, issues, and skills, relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time exploring, viewing, reading, and/or listening to texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Explain what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

PRIORITY: ELA.4.W.1

Students compose multimodal texts in a variety of genres across content areas for sense-making and/or to communicate with others.

- a. Describe experiences, ideas, and imaginings, including concrete, sensory details.
- b. Record observations and/or inform others about their observations and explanations of the world.
- c. Take a position on an issue.
- d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- e. Tell stories and narratives.

Plan and Draft

ELA.4.W.2 Students plan and complete writing projects.

- a. Connect the task to interests, experiences, or relevant topics.
- b. Determine the audience and what they may already know, think, and/or feel about the topic.
- c. Sequence and organize the process for completing a writing project or task, adjusting plans

as needed.

PRIORITY: ELA.4.W.3

Students draft content within the genre by generating and gathering ideas, including appropriate use of tools.

- a. Generate topics.
- b. Select text/visual features, formatting, and/or genre conventions to follow or adapt from mentor texts.
- c. Choose material from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
- d. Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas.
- e. Examine and make connections between information and ideas within a topic.
- f. Support a position with reasons, using linking words, phrases, and clauses.
- g. Develop a clear sequence of events for stories by using details to elaborate and dialogue, when relevant, and showing characters' responses to events.
- h. Attribute sources in ways that are consistent with the genre.

ELA.4.W.4 Students organize content using the genre's structure.

- a. Craft engaging introductions using a variety of strategies.
- b. Organize related content in paragraphs and sections.
- c. Compose a concluding statement or section.

Revise and Edit

PRIORITY: ELA.4.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read draft for clarity and to determine next steps.
- b. Gather and consider using feedback about their compositions.
- c. Revise by using what they learned from re-reading and feedback.
- d. Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–4.]

Share and Publish

ELA.4.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.

- a. Identify who might be able to access compositions and how those people might react.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.4.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Describe expectations for engaging with and including other participants, especially in digital forums.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Express ideas clearly by drawing on experience, prior knowledge, and/or research.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Ask for clarification or more information and/or explain what they understood.
- f. Respond to feedback about how others understood their communication, especially in digital forums.
- g. Explain when, how, and why their opinions or understandings changed.
- h. Summarize points of agreement or disagreement from the discussion.

Collaboration

ELA.4.SLDF.2 Students collaborate on projects or tasks.

- a. Discuss expectations, reviewing and changing them when needed.
- b. Contribute towards shared goals by building on strengths.
- c. Communicate to build community by addressing concerns and considering others' strengths and perspectives.

Public Speaking and Presentations

PRIORITY: ELA.4.SLDF.3

Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.4.W.1.
- b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

ELA.4.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths,

experience, and attitudes.

- b. Determine what they want or do not want to share and why.

ELA.4.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.4.L.1 Students identify and discuss when and why language is used differently according to the setting.

- a. Differentiate between contexts and situations that call for formal and informal discourse.
- b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.

ELA.4.L.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving rate and expression on successive readings.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately.

Structure and Functions of English

PRIORITY: ELA.4.L.3

Students produce, expand, combine, and reduce sentences in group and individual activities in the context of conversations and writing about experiences, events, and fourth grade content.

- a. Produce, expand, and combine simple, compound, and complex sentences, including the use of prepositional phrases.
- b. Order adjectives within sentences according to conventional patterns.
- c. Form and use modal auxiliary verbs to convey various conditions.
- d. Capitalize the appropriate words in titles.
- e. Use commas in addresses.
- f. Use commas and quotation marks to mark dialogue, direct speech, and quotations.
- g. Use progressive verb tenses.

PRIORITY: ELA.4.L.4

Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Identify and use abstract and concrete nouns and the words that describe them.
- c. Identify and use relative pronouns and adverbs.
- d. Use frequently confused words correctly, including homonyms.
- e. Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.

ELA.4.L.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fourth grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- b. Compare words to their synonyms and antonyms to better understand nuances in their meanings.
- c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty.
- d. Recognize and explain the meaning of simple similes, metaphors, idioms, and proverbs.

Research and Media Literacy

Students ask and revise questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. Students think critically about reactions to media messages, purposes and parts of media messages, and people responsible for information sources.

Research and Inquiry

PRIORITY: ELA.4.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask questions about things that make them curious and refine their questions as they learn new things about the topic.
- b. Generate ideas for where they might find information based on what they and/or others know about the topic.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge.
- d. Use digital search tools to generate different search results by using different search terms, then identify characteristics of search results.
- e. Gather relevant information using a variety of strategies.
- f. Use and/or share new learning.

Media Literacy

ELA.4.RML.2

Students identify reactions to media messages.

- a. Identify how media messages make them feel and what these emotions may make them want to say or do.
- b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

ELA.4.RML.3 Students identify the purposes of media messages and how those purposes are achieved.

- a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

PRIORITY: ELA.4.RML.4

Students compare different parts of media messages.

- a.** Determine whether statements in media messages can be verified as true or false, express an opinion, or take a position.
- b.** Compare what multiple sources have to say about information that is either true or false in a media message.
- c.** Describe how changing an image or the words used to describe an image can change the meaning of a media message.
- d.** Identify facts and reasons that support a position.

ELA.4.RML.5 Students identify people who create information sources and choices they make.

- a.** Identify individuals and/or organizations responsible for the content of information sources.
- b.** Identify different ways to be an expert about a particular topic.
- c.** Identify some of the choices those responsible for information sources make about what to include or exclude.

GRADE 5

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Foundational Skills

ELA.5.R.1 Students know and apply the basic features of print and how it is organized.

- a. Recognize distinguishing text/visual features of fiction and non-fiction texts.

ELA.5.R.2 Not in 5th grade.

PRIORITY: ELA.5.R.3

Students decode words accurately by applying grade-level phonics and word analysis skills.

- a. Apply knowledge of syllable types and division patterns to read and spell complex, unfamiliar multisyllabic words in a text.
- b. Use knowledge of roots, prefixes, suffixes, and affixes (including Latin and Greek forms) to decode, determine meaning of unfamiliar words, and support understanding.
- c. Read grade-level texts with fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.

Comprehending and Interpreting Texts

PRIORITY: ELA.5.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text by noting author, illustrator, topic, genre, images, and text/visual features.
- b. Explain their purpose for reading.
- c. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- d. Make inferences and predictions, supporting them with evidence from the text.
- e. Use a variety of strategies to maintain motivation and reconnect to the flow of reading.
- f. Explain how images and text work together to influence reader understanding and how text/visual features add to the written text's meaning.
- g. Summarize a text by selecting key details and examples.
- h. Determine the narrator's point of view.
- i. Describe a story's characters, setting, and major events, including characters' perspectives, drawing on specific details in the text.
- j. Explain how text structure, such as problem/solution among others, shapes meaning and influences reader understanding or experience.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.5.R.5

Students analyze texts, introducing and attributing textual evidence when relevant.

- a. Explain how an author's choices influence readers' thoughts, feelings, or responses.
- b. Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences.
- c. Compare and contrast treatments of similar characters, themes, topics, and patterns of events in texts.

ELA.5.R.6 Students evaluate texts.

- a. Explain what they may or may not like about a text and tell the reason.
- b. Explain how the author, narrator, and/or character's perspective is the same as or different from their own.

ELA.5.R.7 Students use texts to explore questions, issues, and skills relevant to them.

- a. Select texts that interest them and/or that are recommended by peers and adults.
- b. Spend time accessing and reading a variety of texts, including full-length texts.
- c. Make connections between what they encounter in texts and other things they notice or recognize.
- d. Explain what they would think, imagine, feel, and/or do in situations like those they have read about.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

PRIORITY: ELA.5.W.1

Students compose multimodal texts in a variety of genres across content areas for sense-making and/or to communicate with others.

- a. Compose descriptions, including concrete, sensory details, and figurative language.
- b. Record observations and/or inform others about their observations and explanations of the world.
- c. Take a position on an issue.
- d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities.
- e. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.

Plan and Draft

ELA.5.W.2

Students plan and complete writing projects.

- a. Connect the task to interests, experiences, or relevant topics.
- b. Determine the audience and what they may already know, think, and/or feel about the topic.
- c. Determine the process for completing a project or task, adjusting plans as needed.

PRIORITY: ELA.5.W.3

Students draft content within the genre by generating and gathering ideas, including appropriate use of tools.

- a. Generate topics.
- b. Select features and/or genre conventions to follow or adapt from mentor texts.
- c. Choose material from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others.
- d. Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using links words to connect ideas.
- e. Examine and explain relationships between information and ideas within a topic to draw conclusions.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support a position with facts and reasons.
- h. Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre.
- i. Use text/visual features and/or formatting noticed in mentor texts.
- j. Attribute sources in ways that are consistent with the genre

ELA.5.W.4 Students organize content using the genre's structure.

- a. Craft engaging introductions using a variety of strategies.
- b. Organize related content in paragraphs and sections.
- c. Compose a concluding statement or section.

Revise and Edit

PRIORITY: ELA.5.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read draft for clarity and to determine next steps.
- b. Gather and consider using feedback about their compositions.
- c. Revise by using what they learned from re-reading and feedback.
- d. Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–5.]

Share and Publish

ELA.5.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing.

- a. Identify who might be able to access compositions and how those people might react.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face and/or in teacher-moderated digital forums.

Discussion

PRIORITY: ELA.5.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated digital forums.

- a. Describe expectations for engaging with and including other participants, especially in digital forums.
- b. Describe the people, places, things, events, information, and emotions they are referring to with relevant details.
- c. Express ideas clearly by drawing on experience, prior knowledge, and/or research.
- d. Connect statements to others' contributions to develop common understanding, build community, and propel conversation.
- e. Ask for clarification or more information and/or explain what they understood.
- f. Respond to feedback about how others understood their communication, especially in digital forums.
- g. Explain when, how, and why their opinions or understandings changed.
- h. Summarize points of agreement or disagreement from the discussion.

Collaboration

ELA.5.SLDF.2 Students collaborate on projects or tasks.

- a. Discuss expectations, reviewing and changing them when needed.
- b. Contribute productively by leveraging strengths and taking on challenges.
- c. Communicate to build community by addressing concerns and considering others' strengths and perspectives.

Public Speaking and Presentations

PRIORITY: ELA.5.SLDF.3

Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.5.W.1.
- b. Develop content by considering what they want to communicate within the situation and what the audience already knows.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

ELA.5.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, and attitudes.
- b. Determine what they want or do not want to share and why.

ELA.5.SLDF.5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

ELA.5.L.1 Students identify and discuss when and why language is used differently according to the setting.

- a. Compare and contrast the varieties of English used in stories, dramas, poems, and other media.
- b. Distinguish literal and figurative or colloquial meanings of words and phrases and the contexts in which they occur.

ELA.5.L.2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving rate and expression on successive readings.

- a. Use a variety of knowledge and skills to read unfamiliar multisyllabic words in context accurately.

Structure and Functions of English

PRIORITY: ELA.5.L.3

Students produce, expand, combine, and reduce sentences in group and individual activities in the context of conversations and writing about experiences, events, and fifth grade content.

- a. Form and use the perfect verb tenses, ensuring subject-verb and pronoun-antecedent agreement.
- b. Form and use different verb tenses and modal auxiliaries to convey various times, sequences, states, and conditions.
- c. Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.
- d. Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others.
- e. Use commas appropriately.

PRIORITY: ELA.5.L.4

Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to.

- a. Determine or clarify the meaning of new and multiple-meaning words and phrases.
- b. Identify and use correlating conjunctions.
- c. Use frequently confused words correctly, including homonyms.
- d. Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.

ELA.5.L.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of fifth grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an

unknown word.

- b. Compare words to their synonyms and antonyms to better understand nuances in their meanings.
- c. Recognize, interpret, and explain the meaning of similes, metaphors, adages, idioms, and proverbs.

Research and Media Literacy

Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. Students think critically about reactions to media messages, purposes and parts of media messages, and people responsible for information sources.

Research and Inquiry

PRIORITY: ELA.5.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask questions about things that make them curious and refine their questions as they learn new things about the topic.
- b. Generate ideas for where they might find information based on what they and/or others know about the topic.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge.
- d. Use digital search tools effectively, broadening and narrowing search terms as needed.
- e. Gather relevant information using a variety of strategies.
- f. Use and/or share new learning.

Media Literacy

ELA.5.RML.2 Students identify reactions to media messages.

- a. Identify how media messages make them feel and what these emotions may make them want to say or do.
- b. Identify reasons people are more or less likely to change their minds about something when they encounter a media message.

ELA.5.RML.3 Students identify the purposes of media messages and how those purposes are achieved.

- a. Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun.

PRIORITY: ELA.5.RML.4

Students compare different parts of media messages.

- a. Determine whether statements in media messages can be verified as true or false, express an opinion, or take a position.
- b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources have to say about it.
- c. Explain how changing an image or the words used to describe an image can change the meaning of a media message.

d. Determine whether there are facts and reasons to support a position.

ELA.5.RML.5 Students identify people who create information sources and choices they make.

- a. Identify individuals and/or organizations responsible for the content of information sources.
- b. Identify different ways to be an expert about a particular topic.
- c. Identify some of the choices those responsible for information sources make about what to include or exclude.

GRADE 6

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Text/Visual Features

ELA.6.R.1 Students know and use text/visual features.

- a. Use text/visual features to identify sections of a longer text that are likely to contain needed information.
- b. Describe how text/visual features represent and/or add meaning to the written text.

ELA.6.R.2 Not in 6th grade.

PRIORITY: ELA.6.R.3

Students read with accuracy and fluency.

- a. Use combined knowledge to read accurately in context and out of context.

Comprehending and Interpreting Texts

PRIORITY: ELA.6.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text while reflecting on their purposes for reading.
- b. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- c. Make inferences and predictions, checking them against textual evidence.
- d. Maintain motivation and reconnect to the flow of reading using a variety of strategies.
- e. Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform.
- f. Identify literary techniques and their effects.
- g. Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change.
- h. Explain how the author's use of language shapes meaning and affects reader understanding.
- i. Analyze how authors use text structure to guide readers' understanding and shape meaning.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.6.R.5

Students analyze texts, introducing and attributing textual evidence when relevant.

- a. Explain how authors' choices influence readers' choices and/or actions.
- b. Describe the communicative situation in which an author writes a text, including their purposes, their perspectives, and the genre and platform they choose.

- c. Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences.
- d. Compare and contrast similar content presented in different genres, mediums, and platforms.

ELA.6.R.6 Students evaluate texts.

- a. Describe how well an element of a text effectively supports the reader to visualize and/or empathize.
- b. Identify an element of a text and describe how relevant it is to the student and/or the intended audience.
- c. Identify an element of a text and describe how well it engages the reader or inspires ideas or actions.

ELA.6.R.7 Students use texts to explore questions, issues, and skills relevant to them.

- a. Identify and select texts they want to read using various strategies.
- b. Manage time for accessing and reading a variety of texts, including full-length texts.
- c. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content.

Writing Purposes and Products

PRIORITY: ELA.6.W.1

Students compose multimodal texts in a variety of genres across content areas for sense-making and/or to communicate with others.

- a. Describe experiences, ideas, and imaginings, including concrete, sensory details, and figurative language.
- b. Record observations and/or inform others about their observations and explanations of the world.
- c. Make a claim about an issue.
- d. Persuade others through arguments, evaluations, and appeals to emotion and reason.
- e. Tell stories and narratives, using a variety of techniques and devices consistent with the genre.

Plan and Draft

ELA.6.W.2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives.

- a. Analyze the prompt to determine the purpose of the project and how to meet it.
- b. Determine who the audience is and what they may already know, think, and/or feel about the topic.
- c. Determine the process or steps and plan the time needed to complete the project.
- d. Adjust to feedback and shifts in focus and timeline when needed.

PRIORITY: ELA.6.W.3

Students draft content within the genre by generating and gathering ideas, including appropriate use of tools.

- a. Generate ideas for topics, genres, and material.
- b. Follow, adapt, or combine genre-specific text elements from mentor texts.
- c. Choose and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others.
- d. Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content.
- e. Develop analysis of experience, events, information, ideas, and/or texts.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support claims with relevant and credible evidence connected by sound and valid reasoning.
- h. Select and integrate text/visual features as appropriate to the genre and useful to the audience.
- i. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA.6.W.4 Students organize content by using and/or adapting the genre's structure based on purpose.

- a. Craft engaging introductions by using strategies that orient the reader to the topic, purpose, or situation.
- b. Organize content using genre-specific strategies.
- c. Compose conclusions that provide a sense of closure by reflecting the purpose and structure of the genre.

Revise and Edit

PRIORITY: ELA.6.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read draft for clarity and to determine next steps.
- b. Gather and consider using feedback about their compositions.
- c. Use what they learned from re-reading and feedback to strengthen their compositions.
- d. Edit for conventions and consistency of text/visual features, including attributions.
[Demonstrate command of Language standards in grades 1-6.]

Share and Publish

ELA.6.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms.

- a. Determine where to publish after considering potential impacts on intended and unintended audiences.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in digital forums.

Discussion

PRIORITY: ELA.6.SLDF.1

Students listen, respond respectfully, and contribute during face-to-face discussions and/or in digital forums.

- a. Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums.
- b. Express ideas clearly by drawing on research, experience, and/or prior knowledge.
- c. Develop common understanding by connecting to others' contributions.
- d. Ask for clarification or more information and/or explain what they understood from others' contributions.
- e. Respond to feedback about how others understood their communication, especially in digital forums.
- f. Explain when, how, and why their opinions or understandings changed.
- g. Summarize points of agreement or disagreement from the discussion.

Collaboration

ELA.6.SLDF.2 Students collaborate on projects or tasks.

- a. Discuss expectations, reviewing and adapting them when needed.
- b. Contribute productively by leveraging strengths and taking on challenges.
- c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, and/or navigating conflict.

Public Speaking and Presentations

PRIORITY: ELA.6.SLDF.3

Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.6.W.1.
- b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- c. Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

ELA.6.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives.
- b. Identify potential impacts on future goals and opportunities of how they present

themselves and their ideas in digital forums.

ELA.6.SLDF.5 Students use voice, gesture, and pacing to illuminate the content and engage the audience.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

PRIORITY: ELA.6.L.1

Students identify and discuss when and why language is used differently according to the setting.

- a. Compare and contrast the varieties of English used in different settings and media.
- b. Distinguish literal and figurative meanings of words and phrases between contexts.

ELA.6.L.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy, improving rate and expression on successive readings.

Structure and Functions of English

ELA.6.L.3 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and sixth grade content.

- a. Use commas, parentheses, and dashes to set off additional information and/or elements within a sentence.

PRIORITY: ELA.6.L.4

Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and being read to.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Identify and use pronouns accurately.
- c. Use resources to verify or define the meaning of a word or phrase.
- d. Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.

ELA.6.L.5 Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of sixth grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- b. Distinguish between the use and connotations of words with similar denotations.
- c. Recognize, interpret, and explain figures of speech.

Research and Media Literacy

Students ask a variety of questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. Students think critically about reactions to media messages, purposes and accuracy of media messages, and credibility of information sources.

Research and Inquiry

PRIORITY: ELA.6.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves.
- b. Generate ideas for how to initiate their search based on prior knowledge.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by identifying people with relevant information to share.
- d. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search or prompt terms as needed and using technology appropriately.
- e. Gather relevant information using a variety of strategies.
- f. Synthesize new learning to use and/or share.

Media Literacy

ELA.6.RML.2 Students identify how personal perspectives and dispositions affect people's reactions to media messages.

- a. Identify how emotional responses to media messages affect reactions.
- b. Identify how different levels of trust affect reactions to media messages.

ELA.6.RML.3 Students identify the purposes of media messages and how those purposes are achieved.

- a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain.
- b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA.6.RML.4 Students evaluate different parts of media messages when looking for information that's accurate.

- a. Determine whether statements in media messages can be verified as true or false, express an opinion, or make a claim.
- b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it.
- c. Describe how technology can be used to manipulate images, video, and audio.
- d. Determine whether there are reasons and evidence to support claims in media messages.

PRIORITY: ELA.6.RML.5

Students evaluate the credibility of information sources.

- a.** Identify those responsible for the content of an information source.
- b.** Determine whether those responsible for information sources have expertise about the topic.
- c.** Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.
- d.** Determine whether those responsible for information sources exhibit a perspective relevant to the topic.

GRADE 7

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Text/Visual Features

ELA.7.R.1 Students know and use text/visual features.

- a. Use text/visual features to identify sections of a longer text that are likely to contain needed information.
- b. Describe how text/visual features represent and/or add meaning to the written text.
- c. Recognize and use the text/visual features of a range of genres.

ELA.7.R.2 Not in 7th grade.

ELA.7.R.3 Not in 7th grade.

Comprehending and Interpreting Texts

PRIORITY: ELA.7.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text while reflecting on their purposes for reading.
- b. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- c. Make inferences and predictions, checking them against textual evidence.
- d. Maintain motivation and reconnect to the flow of reading using a variety of strategies.
- e. Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform.
- f. Describe literary techniques and their effects.
- g. Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change.
- h. Explain how the author's use of language shapes meaning and affects reader understanding.
- i. Analyze how authors use text structure to guide readers' understanding and shape meaning.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.7.R.5

Students analyze texts, introducing and attributing textual evidence when relevant.

- a. Explain how authors' choices influence readers' choices and/or actions.
- b. Explain the communicative situation in which an author writes a text, including their purposes, their perspectives, and the genre and platform they choose.
- c. Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences.

- d. Compare and contrast similar content presented in different genres, mediums, and platforms.

ELA.7.R.6 Students evaluate texts.

- a. Describe how well an element of a text effectively supports the reader to visualize and/or empathize.
- b. Describe how relevant an element of a text is to the student and/or the intended audience.
- c. Describe how well an element of a text engages the reader or inspires ideas or actions.

ELA.7.R.7 Students use texts to explore questions, issues, and skills relevant to them.

- a. Identify and select texts they want to read using various strategies.
- b. Manage time for accessing and reading a variety of texts, including full-length texts.
- c. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

PRIORITY: ELA.7.W.1

Students compose multimodal texts within a variety of genres across content areas for sense-making and/or to affect an audience’s ideas, understanding, perspectives, and/or actions.

- a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- b. Record observations and/or explain their observations and analysis of texts, ideas, and the world.
- c. Make a claim about an issue.
- d. Persuade others through arguments, evaluations, and appeals to emotion and reason.
- e. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Draft

ELA.7.W.2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives.

- a. Analyze the prompt to determine the purpose of the project and how to meet it.
- b. Determine who the audience is and what they may already know, think, and/or feel about the topic.
- c. Determine the process or steps and plan the time needed to complete the project.
- d. Adjust to feedback and shifts in focus and timeline when needed.

PRIORITY: ELA.7.W.3

Students draft content within the genre and purpose by generating and gathering ideas, including appropriate use of tools.

- a. Generate ideas for topics, genres, and material.

- b. Follow, adapt, or combine genre-specific text elements from mentor texts.
- c. Choose and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others.
- d. Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content.
- e. Develop analysis of experience, events, information, ideas, and/or texts.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support claims with relevant and credible evidence connected by sound and valid reasoning.
- h. Select and integrate text/visual features as appropriate to the genre and useful to the audience.
- i. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA.7.W.4 Students organize content by using and/or adapting the genre's structure based on purpose.

- a. Craft engaging introductions by using strategies that orient the reader to the topic, purpose, or situation.
- b. Organize content using genre-specific strategies.
- c. Compose conclusions that provide a sense of closure by reflecting the purpose and structure of the genre.

Revise and Edit

PRIORITY: ELA.7.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read draft for clarity and to determine next steps.
- b. Gather and consider using feedback about their compositions.
- c. Use what they learned from re-reading and feedback to strengthen their compositions.
- d. Edit for conventions and consistency of text/visual features, including attributions.
[Demonstrate command of Language standards in grades 1-7.]

Share and Publish

ELA.7.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms.

- a. Determine where to publish after considering potential impacts on intended and unintended audiences.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in digital forums.

Discussion

PRIORITY: ELA.7.SLDF.1

Students listen thoughtfully, respond respectfully, and contribute to well-reasoned exchanges during face-to-face discussions and/or in digital forums.

- a. Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums.
- b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge, attributing evidence and ideas.
- c. Develop common understanding by connecting to others' contributions.
- d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions.
- e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums.
- f. Identify evidence or experience that contradicts conclusions.
- g. Respond to questions that challenge their evidence and reasoning.
- h. Explain changes in their opinion and understanding.
- i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion.

Collaboration

ELA.7.SLDF.2 Students collaborate effectively on projects and tasks.

- a. Determine expectations, reviewing and adapting them when needed.
- b. Contribute productively by leveraging strengths and taking on challenges.
- c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, and/or navigating conflict.

Public Speaking and Presentations

PRIORITY: ELA.7.SLDF.3

Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.7.W.1.
- b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- c. Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

ELA.7.SLDF.4

Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives.
- b. Identify potential impacts on future goals and opportunities of how they present themselves and their ideas in digital forums.
- c. Identify the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity through digital forums and other media.

ELA.7.SLDF.5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker’s thinking.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

PRIORITY: ELA.7.L.1

Students identify and discuss when and why language is used differently according to the setting.

- a. Compare and contrast the varieties of English used by different groups based on content, context, and media.
- b. Describe the different uses and traditions of references and allusion used in stories, dramas, poems, and other media.

ELA.7.L.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.

Structure and Functions of English

ELA.7.L.3 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and seventh grade content.

- a. Identify, use, and explain the function of different kinds of phrases and clauses.
- b. Communicate the relationship among ideas through syntax and punctuation.

PRIORITY: ELA.7.L.4

Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Use resources to verify or define the meaning of a word or phrase.
- c. Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling.

ELA.7.L.5 Students demonstrate understanding of figurative language, explore word relationships

and distinguish shades of meaning in the context of seventh grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- b. Distinguish between the use and definitions of related words that express ideas more or less precisely and concisely.
- c. Recognize, interpret, and explain figures of speech, including literary, biblical, and mythological allusions.

Research and Media Literacy

Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. Students think critically about reactions to media messages, purposes and accuracy of media messages, and credibility of information sources.

Research and Inquiry

PRIORITY: ELA.7.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves.
- b. Generate ideas for how to initiate their search based on prior knowledge.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by identifying people with relevant information to share.
- d. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search or prompt terms as needed and using technology appropriately.
- e. Gather relevant information using a variety of strategies.
- f. Synthesize new learning to use and/or share.

Media Literacy

ELA.7.RML.2 Students describe how personal perspectives and dispositions affect people's reactions to media messages.

- a. Describe how emotional responses to media messages affect reactions.
- b. Identify how different levels of openness to considering new ideas affect reactions to media messages.

ELA.7.RML.3 Students explain the purposes of media messages and the techniques used to create them.

- a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain.
- b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA.7.RML.4 Students evaluate different parts of media messages when looking for information

that's accurate, including content generated by technology.

- a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.
- b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it.
- c. Explain how technology can be used to manipulate images, video, and audio.
- d. Determine whether reasons and evidence presented to support a claim in media messages do so effectively.

PRIORITY: ELA.7.RML.5

Students evaluate the credibility of information sources, including content-generating technology.

- a. Identify those responsible for the content of an information source.
- b. Determine whether those responsible for information sources have expertise about the topic.
- c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.
- d. Determine whether those responsible for information sources exhibit a perspective relevant to the topic.

GRADE 8

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Text/Visual Features

ELA.8.R.1 Students know and use text/visual features.

- a. Use text/visual features to identify sections of a longer text that are likely to contain needed information.
- b. Describe how text/visual features represent, organize, and/or add meaning to the written text.
- c. Recognize the text/visual features of a range of genres.

ELA.8.R.2 Not in 8th grade.

ELA.8.R.3 Not in 8th grade.

Comprehending and Interpreting Texts

PRIORITY: ELA.8.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text while reflecting on their purposes for reading.
- b. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- c. Make inferences and predictions, checking them against textual evidence.
- d. Maintain motivation and reconnect to the flow of reading using a variety of strategies.
- e. Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform.
- f. Explain literary techniques and their effects.
- g. Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change.
- h. Explain how the author's use of language, including analogies, allusions, and repetition of words or sounds, shapes meaning and affects reader understanding.
- i. Analyze how authors use text structure to guide readers' understanding and shape meaning.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.8.R.5

Students analyze texts, introducing and attributing textual evidence when relevant.

- a. Explain how authors' choices influence readers' choices, beliefs, and/or actions.
- b. Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended audience.

- c. Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences.
- d. Compare and contrast similar content presented in different genres, mediums, and platforms.

ELA.8.R.6 Students evaluate texts.

- a. Explain how well an element of a text effectively supports the reader to visualize and/or empathize.
- b. Explain how relevant an element of a text is to the student and/or the intended audience.
- c. Explain how well an element of a text engages the reader or inspires ideas or action

ELA.8.R.7 Students use texts to explore questions, issues, and skills relevant to them.

- a. Identify and select texts they want to read using various strategies.
- b. Manage time for accessing and reading a variety of texts, including full-length texts.
- c. Develop their own ideas, perspectives, arguments, projects, and/or plans for action while reading, discussing, and writing about texts.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

PRIORITY: ELA.8.W.1

Students compose multimodal texts in a variety of genres across content areas for sense-making and/or to affect an audience's ideas, understanding, perspectives, and/or actions.

- a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- b. Record observations and/or explain their observations and analysis of texts, ideas, and the world.
- c. Make a claim about an issue.
- d. Persuade others through arguments, evaluations, and appeals to emotion and reason.
- e. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Draft

ELA.8.W.2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives.

- a. Analyze the prompt to determine the purpose of the project and how to meet it.
- b. Determine who the audience is and what they may already know, think, and/or feel about the topic.
- c. Determine the process or steps and plan the time needed to complete the project.
- d. Adjust to feedback and shifts in focus and timeline when needed.

PRIORITY: ELA.8.W.3

Students draft content within the genre and purpose by generating and gathering ideas, including

appropriate use of tools.

- a. Generate ideas for topics, genres, and material.
- b. Follow, adapt, or combine genre-specific text elements from mentor texts.
- c. Choose and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others.
- d. Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content.
- e. Develop analysis of experience, events, information, ideas, and/or texts.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support claims with relevant and credible evidence connected by sound and valid reasoning.
- h. Select and integrate text/visual features as appropriate to the genre and useful to the audience.
- i. Attribute sources in ways consistent with the genre, using technology appropriately.

ELA.8.W.4 Students organize content by using and/or adapting the genre's structure based on purpose.

- a. Craft engaging introductions by using strategies that orient the reader to the topic, purpose, or situation.
- b. Organize content using genre-specific strategies.
- c. Compose conclusions that provide a sense of closure by reflecting the purpose and structure of the genre.

Revise and Edit

PRIORITY: ELA.8.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation.
- b. Gather and consider using feedback about their compositions.
- c. Use what they learned from re-reading and feedback to strengthen their compositions.
- d. Edit for conventions and consistency of text/visual features, including attributions.
[Demonstrate command of Language standards in grades 1-8.]

Share and Publish

ELA.8.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms.

- a. Determine where to publish after considering potential impacts on intended and unintended audiences and the permanence of digital platforms.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face and/or in digital forums.

Discussion

PRIORITY: ELA.8.SLDF.1

Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums.

- a. Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums.
- b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge, attributing evidence and ideas.
- c. Develop arguments and/or common understanding by connecting to others' contributions.
- d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions.
- e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums.
- f. Challenge ideas and conclusions based on contradictory evidence or experience.
- g. Respond to questions that challenge their evidence and reasoning.
- h. Analyze changes in their opinion and understanding.
- i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion.

Collaboration

ELA.8.SLDF.2 Students collaborate effectively on projects and tasks.

- a. Determine expectations, reviewing and adapting them when needed.
- b. Contribute productively by building on strengths and taking on challenges.
- c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise.

Public Speaking and Presentations

PRIORITY: ELA.8.SLDF.3

Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.8.W.1.
- b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- c. Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

ELA.8.SLDF.4 Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives.
- b. Determine how to present themselves and their ideas in digital forums given the potential impact on future goals and opportunities.
- c. Identify the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity through digital forums and other media.

ELA.8.SLDF.5 Students use voice, intonation, gestures, and pacing to illuminate the content and engage the audience and lead them through the speaker’s thinking.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

PRIORITY: ELA.8.L.1

Students identify and discuss when and why language is used differently according to the setting.

- a. Compare and contrast the varieties of English used by different groups based on content, context, and media.
- b. Describe the different uses of active and passive voice and in the conditional and subjunctive moods by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.

ELA.8.L.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.

- a. Reflect the pauses and cadence expressed through punctuation.
- b. Reflect shifts in voice and mood through intonation, cadence, and/or gesture.

Structure and Functions of English

ELA.8.L.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.

- a. Communicate the relationship among ideas through syntax and punctuation.
- b. Use punctuation to indicate a pause, break, or omission.

ELA.8.L.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.

- a. Form and use active and passive voices.
- b. Form and use verbs in indicative, imperative, interrogative, conditional, and subjunctive moods.

PRIORITY: ELA.8.L.5

Students demonstrate understanding of figurative language, explore word relationships and distinguish shades of meaning in the context of eighth grade conversations, reading, and writing about experiences, events, and ideas.

- a. Use grade-appropriate Greek and Latin root words and affixes as clues to the meaning of an unknown word.
- b. Distinguish between the use and definitions of related words that express ideas more or less precisely and concisely.
- c. Recognize, interpret, and explain figures of speech in context.

Research and Media Literacy

Students ask a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. Students think critically about reactions to media messages, purposes, accuracy, logic, and fairness of media messages, and credibility of information sources.

Research and Inquiry

PRIORITY: ELA.8.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves.
- b. Generate ideas for how to initiate their search based on prior knowledge.
- c. Select and access a variety of relevant information sources, including by navigating libraries and by identifying people with relevant information to share.
- d. Use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search or prompt terms as needed and using technology appropriately.
- e. Gather relevant information using a variety of strategies.
- f. Synthesize new learning to use and/or share.

Media Literacy

ELA.8.RML.2 Students explain how personal perspectives and dispositions affect people's reactions to media messages.

- a. Explain how emotional responses to media messages affect reactions.
- b. Identify how different criteria for determining what is true affect reactions to and interpretations of media messages.

ELA.8.RML.3 Students explain the purposes of media messages and the techniques used to create them.

- a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
- b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA.8.RML.4 Students evaluate different parts of media messages when looking for information that's accurate, logical, and/or fair, including content generated by technology.

- a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.
- b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it.
- c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated.
- d. Evaluate the logic of claims in media messages and the strength of evidence used to support them.

PRIORITY: ELA.8.RML.5

Students evaluate the credibility of information sources, including content-generating technology.

- a. Identify those responsible for the content of an information source.
- b. Determine whether those responsible for information sources have expertise about the topic.
- c. Determine whether those responsible for information sources have reputations for conveying information fairly and accurately.
- d. Determine whether those responsible for information sources exhibit a perspective relevant to the topic and, if so, to what extent that perspective has been affected by bias.

GRADES 9–10

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts, including those of historical and literary significance, from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Text/Visual Features

ELA.9–10.R.1 Students know and use text/visual features.

- a. Use text/visual features to identify sections of a longer text that are likely to contain needed information.
- b. Describe how text/visual features represent, clarify, and/or add meaning to the written text.
- c. Describe how text/visual features cue the reader about how to interpret the text as one whole.

ELA.9–10.R.2 Not in grades 9–10.

ELA.9–10.R.3 Not in grades 9–10.

Comprehending and Interpreting Texts

PRIORITY: ELA.9–10.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text while reflecting on their purposes for reading.
- b. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- c. Make inferences and predictions, checking them against textual evidence.
- d. Maintain motivation and reconnect to the flow of reading using a variety of strategies.
- e. Analyze how two authors who write in the same genre make different choices about text/visual features.
- f. Analyze literary techniques and their effects.
- g. Explain what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change.
- h. Analyze how the author's use of language, including figurative language and rhetorical devices, shapes meaning and affects reader understanding.
- i. Analyze complex text structures and how they guide readers' understanding, shape meaning, and create effects such as tension among others.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.9–10.R.5

Students analyze complex texts, introducing and attributing textual evidence when relevant.

- a. Evaluate how authors' choices influence readers' choices, beliefs, and/or actions.
- b. Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended audience's background and reception of the text.

- c. Critique the main idea, theme, or key information in a text, connecting to others' commentary and to their own experiences.
- d. Evaluate the presentation of similar content in different genres, mediums, and platforms.

PRIORITY: ELA.9–10.R.6

Students critically evaluate texts.

- a. Explain how well a text effectively supports the reader to visualize and/or empathize with concepts new to them.
- b. Evaluate to what extent a text is relevant to the student and/or the intended audience.
- c. Evaluate how well a text engages the reader or provokes thought, understanding, or action.

ELA.9–10.R.7 Students use a wide range of texts to explore questions, issues, and skills relevant to them.

- a. Identify and select relevant and engaging texts using various strategies.
- b. Manage time for accessing and reading a variety of texts, including full-length texts.
- c. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

PRIORITY: ELA.9–10.W.1

Students compose multimodal texts within a variety of genres across content areas for sense-making and/or to affect an audience's ideas, understanding, perspectives, and/or actions.

- a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- b. Record observations and/or explain their observations and analysis of texts, ideas, and the world.
- c. Make a claim about an issue.
- d. Persuade others through arguments, evaluations, and appeals to emotion, reason, and authority.
- e. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Draft

ELA.9–10.W.2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives.

- a. Analyze the prompt to determine the purpose of the project and how to meet it.
- b. Analyze the intended audience's background knowledge, expectations, perspectives, beliefs, and/or values as they relate to the topic.
- c. Determine the process or steps and plan the time needed to complete the project.
- d. Adjust to feedback and shifts in focus and timeline when needed.

PRIORITY: ELA.9–10.W.3

Students draft content within the genre, purpose, and discipline by generating and gathering ideas, including appropriate use of tools.

- a. Generate ideas for topics, genres, and material.
- b. Follow, adapt, combine, and/or break from genre-specific text elements from mentor texts.
- c. Curate ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair and legal to use media created by others.
- d. Develop detailed descriptions with analogy, metaphor, reflection, and/or other appeals to help the audience imagine and empathize with the content.
- e. Develop critical analysis of experience, events, information, ideas, and/or texts.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support claims with relevant and credible evidence connected by sound and valid reasoning and challenge counterclaims.
- h. Select and integrate text/visual features as appropriate to the genre and useful to the audience.
- i. Attribute sources in ways consistent with the genre and discipline, using technology appropriately.

ELA.9–10.W.4 Students organize content by using, adapting, and/or breaking the genre's structure based on purpose and discipline.

- a. Craft engaging introductions based on genre, purpose, and/or discipline.
- b. Organize content using strategies specific to the genre, purpose, and/or discipline.
- c. Compose conclusions based on genre, purpose, and/or discipline.

Revise and Edit

PRIORITY: ELA.9–10.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation.
- b. Gather and consider using feedback about their compositions.
- c. Use what they learned from re-reading and feedback to strengthen their compositions in ways that support their intentions and/or improve readers' understanding.
- d. Edit for conventions and consistency of text/visual features, including attributions.
[Demonstrate command of Language standards in grades 1 through 9-10.]

Share and Publish

ELA.9–10.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms.

- a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer.
- b. Monitor and update published works when appropriate.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions and/or in digital forums.

Discussion

PRIORITY: ELA.9–10.SLDF.1

Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums.

- a. Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums.
- b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas.
- c. Develop arguments and/or common understanding by connecting to others' contributions.
- d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions.
- e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums.
- f. Challenge ideas and conclusions based on contradictory evidence or experience.
- g. Respond to questions that challenge their evidence and reasoning.
- h. Analyze changes in their opinion and understanding.
- i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion.

Collaboration

ELA.9–10.SLDF.2 Students collaborate effectively on projects and tasks.

- a. Determine expectations, reviewing, evaluating, and adapting them when needed.
- b. Contribute productively by building on strengths and taking on challenges.
- c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise.

Public Speaking and Presentations

ELA.9–10.SLDF.3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.9-10.W.1.
- b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- c. Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

PRIORITY: ELA.9–10.SLDF.4

Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives.
- b. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.
- c. Analyze the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity through digital forums and other media.

ELA.9–10.SLDF.5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker’s thinking.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

PRIORITY: ELA.9–10.L.1

Students identify and discuss when and why language is used differently according to the setting.

- a. Compare and contrast how language is used by different groups based on content, context, and media.
- b. Describe the different forms and uses of attribution by different language communities to communicate emphasis, uncertainty, agreement, or disagreement.

ELA.9–10.L.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.

- a. Reflect the pauses and cadence expressed through punctuation.
- b. Reflect shifts in voice and mood through intonation, cadence, and/or gesture.

Structure and Functions of English

ELA.9–10.L.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.

- a. Use parallel structure.

ELA.9–10.L.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.

- a. Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.
- b. Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.
- c. Form and use active and passive voices.
- d. Use the colon and semicolon accurately.

PRIORITY: ELA.9–10.L.5

Students demonstrate understanding of figurative language, explore word relationships, and distinguish shades of meaning in the context of grade-level conversations, reading, and writing about experiences, events, and ideas.

- a. Distinguish between the use and definitions of related words that express ideas more or less precisely and concisely.
- b. Recognize, interpret, and explain figures of speech in context and analyze their role in communicating nuanced meaning.

Research and Media Literacy

Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. Students think critically about reactions to media messages, purposes, accuracy, logic, and fairness of media messages, and credibility of information sources.

Research and Inquiry

PRIORITY: ELA.9–10.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves.
- b. Generate ideas for how to initiate their search based on prior knowledge.
- c. Select and access print, digital, and human information sources most relevant to the discipline and context of the inquiry.
- d. Use digital search tools effectively, adapting search or prompt terms as needed and using technology appropriately.
- e. Gather relevant information using a variety of strategies.
- f. Synthesize new learning to use and/or share.

Media Literacy

ELA.9–10.RML.2 Students explain how personal perspectives and dispositions affect people's reactions to media messages.

- a. Explain how emotional responses to media messages affect reactions.
- b. Explain how relevant cognitive biases affect reactions to and interpretations of media messages.

ELA.9–10.RML.3 Students analyze the purposes of media messages and the techniques used to create them.

- a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
- b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA.9–10.RML.4 Students evaluate components of media messages in the context of a need for

information that's accurate, logical, and/or fair, including content generated by technology.

- a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.
- b. Evaluate the accuracy of information that is either true or false by comparing what multiple reliable sources say about it.
- c. Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, considering how digital media can be manipulated.
- d. Evaluate the strength of claims in media messages.

PRIORITY: ELA.9–10.RML.5

Students evaluate the credibility of information sources, including content-generating technology.

- a. Identify those responsible for the content of an information source.
- b. Evaluate the expertise of those responsible for information sources.
- c. Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.
- d. Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

GRADES 11–12

Reading

Students read, comprehend, interpret, analyze, and appreciate multimodal texts, including those of historical and literary significance, from a broad range of genres, cultures, and mediums in the context of grade-level content to understand themselves, others, and the world. Genres include fiction, poetry, nonfiction, and a variety of genres beyond these categories.

Text/Visual Features

ELA.11–12.R.1 Students know and use text/visual features.

- a. Use text/visual features to identify sections of a longer text that are likely to contain needed information.
- b. Describe how text/visual features in a text represent, clarify, and/or add meaning to the written text.
- c. Describe how text/visual features cue the reader about how to interpret the text as one whole.

ELA.11–12.R.2 Not in grades 11–12.

ELA.11–12.R.3 Not in grades 11–12.

Comprehending and Interpreting Texts

PRIORITY: ELA.11–12.R.4

Students comprehend and interpret texts using a variety of strategies.

- a. Preview the text while reflecting on their purposes for reading.
- b. Visualize, imagine, and/or otherwise engage the senses to make meaning of the text.
- c. Make inferences and predictions, checking and/or revising them against textual evidence.
- d. Maintain motivation and reconnect to the flow of reading using a variety of strategies.
- e. Analyze how two authors who write in the same genre make different choices about text/visual features.
- f. Analyze literary techniques and their effects.
- g. Explain what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change.
- h. Analyze how the author's use of language shapes meaning, affects reader understanding, and/or helps readers empathize with unfamiliar content.
- i. Analyze complex text structures and how they guide readers' understanding, shape meaning, and create effects such as tension among others.

Analyzing, Evaluating, and Using Texts

PRIORITY: ELA.11–12.R.5

Students analyze complex texts, introducing and attributing textual evidence when relevant.

- a. Evaluate how authors' choices influence readers' choices, beliefs, and/or actions.
- b. Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended

- audience's background and reception of the text.
- c. Critique the main idea, theme, or key information in a text, connecting to others' commentary and to their own experiences.
 - d. Evaluate the presentation of similar content in different genres, mediums, and platforms.

PRIORITY: ELA.11–12.R.6

Students critically evaluate texts.

- a. Explain how well a text effectively supports the reader to visualize and/or empathize with concepts new to them.
- b. Evaluate to what extent a text is relevant to the student and/or the intended audience.
- c. Evaluate how well a text engages the reader or provokes thought, understanding, or action.

ELA.11–12.R.7 Students use a wide range of texts to explore questions, issues, and skills relevant to them.

- a. Identify and select relevant and engaging texts using various strategies.
- b. Manage time for accessing and reading a variety of texts, including full-length texts.
- c. Develop their own ideas, perspectives, arguments, projects, and/or plans for action in conversation with the text/s they are reading and the people with whom they are reading.

Writing

Students compose multimodal texts in a variety of genres for a range of communicative situations in the context of grade-level content, in which the development, organization, and language use are appropriate to genre, task, purpose, and audience.

Writing Purposes and Products

PRIORITY: ELA.11–12.W.1

Students compose multimodal texts within a variety of genres across content areas for sense-making and/or to affect an audience's ideas, understanding, perspectives, and/or actions.

- a. Describe situations, experience, ideas, and imaginings, with sufficient details for the audience to activate the senses.
- b. Record observations and/or explain their observations and analysis of complex texts, substantive ideas, and the world.
- c. Make a claim about an issue.
- d. Persuade others through arguments on substantive topics or texts and appeals to emotion, reason, and authority.
- e. Tell narratives of stories and events, using techniques and devices consistent with the genre.

Plan and Draft

ELA.11-12.W.2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives.

- a. Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it.
- b. Analyze the intended audience's background knowledge, expectations, perspectives, beliefs, and/or values as they relate to the topic.
- c. Determine the process or steps and plan the time needed to complete the project.

- d. Adjust to feedback and shifts in focus and timeline when needed.

PRIORITY: ELA.11–12.W.3

Students draft content within the genre, purpose, and discipline by generating and gathering ideas, including appropriate use of tools.

- a. Generate ideas for topics, genres, and material.
- b. Follow, adapt, combine, and/or break from genre-specific text elements from mentor texts.
- c. Curate ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair and legal to use media created by others.
- d. Develop detailed descriptions with analogy, metaphor, reflection, and/or other appeals to help the audience imagine and empathize with the content.
- e. Develop critical analysis of experience, events, information, ideas, and/or texts.
- f. Use evidence from texts to support analysis, paraphrasing, summarizing, and/or selecting quotations when relevant.
- g. Support claims with relevant and credible evidence connected by sound and valid reasoning and challenge counterclaims.
- h. Select and integrate text/visual features as appropriate to the genre and useful to the audience.
- i. Attribute sources in ways consistent with the genre and discipline, using technology appropriately.

ELA.11–12.W.4 Students organize content by using, adapting, and/or breaking the genre's structure based on purpose and discipline.

- a. Craft engaging introductions based on genre, purpose, and/or discipline.
- b. Organize content using strategies specific to the genre, purpose, and/or discipline.
- c. Compose coherent conclusions based on genre, purpose, and/or discipline.

Revise and Edit

PRIORITY: ELA.11-12.W.5

Students evaluate, revise, and edit their compositions using a variety of strategies, including use of appropriate technology.

- a. Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation.
- b. Gather and consider using feedback about their compositions.
- c. Use what they learned from re-reading and feedback to strengthen their compositions in ways that support their intentions and/or improve readers' understanding.
- d. Edit for conventions and consistency of text/visual features, including attributions.
[Demonstrate command of Language standards in grades 1 through 11-12.]

Share and Publish

ELA.11–12.W.6 Students share and publish compositions in person and/or on digital or non-digital platforms.

- a. Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer.
- b. Monitor and update published works when appropriate.

Speaking, Listening, and Digital Forums

Students engage in and learn from collaborative discussions, presentations, and public speaking for a range of communicative situations in the context of grade-level content, face-to-face discussions, and/or in digital forums.

Discussion

PRIORITY: ELA.11–12.SLDF.1

Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums.

- a. Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums.
- b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas.
- c. Develop arguments and/or common understanding by connecting to others' contributions.
- d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions.
- e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums.
- f. Challenge ideas and conclusions based on contradictory evidence or experience.
- g. Respond to questions that challenge their evidence and reasoning.
- h. Analyze changes in their opinion and understanding.
- i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion.

Collaboration

ELA.11–12.SLDF.2 Students collaborate effectively on projects and tasks.

- a. Determine expectations, reviewing, evaluating, and adapting them when needed.
- b. Contribute productively by building on strengths and taking on challenges.
- c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise.

Public Speaking and Presentations

ELA.11–12.SLDF.3 Students present experience, positions, ideas, findings, and creative work in a variety of genres such that listeners can empathize and follow the line of reasoning.

- a. Identify topics from the situation, experience, imagination, reading, media, research, conversations, and/or products from ELA.11-12.W.1.
- b. Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position.
- c. Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement.
- d. Attribute sources used.

Voice

PRIORITY: ELA.11–12.SLDF.4

Students determine how to present themselves and their ideas in different contexts.

- a. Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives.
- b. Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities.
- c. Analyze the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity through digital forums and other media.

ELA.11–12.SLDF.5 Students use voice, intonation, gesture, and pacing to illuminate the content, engage the audience, and lead them through the speaker’s thinking.

Language

Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.

Knowledge of Language

PRIORITY: ELA.11–12.L.1

Students identify and discuss when and why language is used differently according to the content, context, and setting.

- a. Describe how language use changes over time.
- b. Reflect on and make language decisions in context based on community language use, even when contested.

ELA.11–12.L.2 Students read and recite grade-level speeches, poetry, and prose orally with purpose, understanding, and accuracy.

- a. Reflect the pauses and cadence expressed through layout and punctuation.
- b. Reflect shifts in voice and mood through intonation, cadence, and/or gesture.

Structure and Functions of English

ELA.11–12.L.3 Students connect thoughts and ideas through discourse patterns, elaboration, reference, and grammar.

ELA.11–12.L.4 Students vary sentence patterns for meaning, clarity, and style in group and individual activities in the context of conversations and writing about experiences, events, and grade-level content.

- a. Communicate the relationship among ideas, including quotations and citations, through syntax and punctuation.
- b. Form and use phrases and clauses that convey specific meanings, add variety, and increase specificity.

PRIORITY: ELA.11–12.L.5

Students demonstrate understanding of figurative language, explore word relationships and

distinguish shades of meaning in the context of grade-level grade conversations, reading, and writing about experiences, events, and ideas.

- a. Identify and use patterns of word change that indicate part of speech or changes in meaning.
- b. Recognize, interpret, and explain figurative language and rhetorical devices in context and analyze their role in communicating nuanced meaning.

Research and Media Literacy

Students develop a variety of questions, seek answers by appropriately using relevant tools and techniques, adjust their inquiry methods as needed, and use their learning. Students think critically about reactions to media messages, purposes, accuracy, logic, and fairness of media messages, and credibility of information sources.

Research and Inquiry

PRIORITY: ELA.11–12.RML.1

Students engage in research and inquiry by asking questions and seeking answers from information sources.

- a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves.
- b. Generate ideas for how to initiate their search based on prior knowledge.
- c. Select and access print, digital, and human information sources most relevant to the discipline and context of the inquiry.
- d. Use digital search tools effectively, adapting search or prompt terms as needed and using technology appropriately.
- e. Gather relevant information using a variety of strategies.
- f. Synthesize new learning to use and/or share.

Media Literacy

ELA.11–12.RML.2 Students analyze how personal perspectives and dispositions affect people's reactions to media messages.

- a. Analyze how emotional responses to media messages affect reactions.
- b. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages.

ELA.11–12.RML.3 Students analyze the purposes of media messages and the techniques used to create them.

- a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain.
- b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose.

ELA.11–12.W.RML.4 Students evaluate components of media messages in the context of a need for information that's accurate, logical, and/or fair, including content generated by technology.

- a. Determine whether components of a media message can be verified as true or false or need to be evaluated another way.

- b.** Evaluate the accuracy of information that is either true or false by comparing what multiple reliable sources say about it.
- c.** Analyze whether the visual or audio components of a media message represent its subject accurately and/or fairly, considering how digital media can be manipulated.
- d.** Evaluate the strength of claims in media messages.

PRIORITY: ELA.11–12.RML.5

Students evaluate the credibility of information sources, including content-generating technology.

- a.** Identify those responsible for the content of an information source.
- b.** Evaluate the expertise of those responsible for information sources.
- c.** Evaluate the reputations and/or protocols for conveying information fairly and accurately of those responsible for information sources.
- d.** Determine whether a perspective or stance relevant to the topic is exhibited in an information source and, if so, to what extent it has been affected by bias.

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