CYSD Curriculum Adoptions

2017-2018

K-6 English Language Arts

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

1   - Grade 1

ELA   - English Language Arts (1   - Grade 1)

FS   - (FS) Foundational Skills (1   - Grade 1 -> ELA   - English Language Arts)

ELA.1.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic
                         conventions.   1. Print Concepts   2. Phonological Awareness   3. Phonics & Word Recognition
                         4. Fluency

    1a. Recognize the distinguishing features of a sentence (e.g. first-word capitalization, ending punctuation).

    2a. Distinguish long from short vowel sounds in spoken single-syllable words.

    2b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.

    2c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

    2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

    3a. Know the spelling-sound correspondences for common consonant digraphs.

    3b. Decode regularly spelled one-syllable words.

    3c. Know final e and common vowel team conventions for representing long vowel sounds.

    3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a
    printed word.

    3e. Decode two-syllable words following basic patterns by breaking the words into syllables.

    3f. Read words with inflectional endings.

    3g. Recognize and read grade-appropriate irregularly spelled words.

    4a. Read on-level text with purpose and understanding.

    4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

    4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IT1   - (IT1) InformationalText: Key Ideas and Details (1   - Grade 1 -> ELA   - English Language Arts)

ELA.1.IT1.1-3   - Demonstrate understanding of key ideas and details in informational text. 1. Asking &
                          Answering Questions 2. Summarizing & Main Idea 3. Analysis Over the Course of a Text

    1a. Ask and answer questions about key details in an informational text.

    2a. Identify the main idea in informational text.

    2b. Retell key details of an informational text.

    3a. Describe the connection between two individuals, events, ideas, or pieces of information in informational
    text.

IT2   - (IT2) InformationalText: Craft and Structure (1   - Grade 1 -> ELA   - English Language Arts)

ELA.1.IT2.4-6   - Demonstrate an understanding of craft and structure in formational text. 4. Word Choice 5.
                          Text Structures 6. Point of View & Author's Purpose

    4a. Ask and answer questions to help determine or clarify the meaning of words or phrases in an informational
    text.

    5a. Know and use various text features to locate key facts or information within informational text
    efficiently (e.g., headings, tables of contents, glossaries, electronic).

    5b. With prompting and support, identify the overall structure (sequence, descriptive/main ideas and details)
    of informational text.

    6a. Distinguish between information provided by pictures or other illustrations and information provided by
    the words in an informational text.

IT3   - (IT3) InformationalText: Integration of Knowledge (1   - Grade 1 -> ELA   - English Language Arts)

ELA.1.IT3.7-9   - Demonstrate an understanding of connections within, between, and/or among texts. 7. Text
                          Features 8. Key Points & Evidence 9. Compare & Contrast

    7a. Use illustrations and details in an information text to describe key ideas.

    8a. Identify the reasons an author gives to support points in an informational text.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

1   - Grade 1 -> ELA   - English Language Arts -> IT3   - (IT3) Informational Text: Integration of Knowledge continued...

       9a.   Identify basic simliarities and differences between two informational texts on the same topic (e.g. in illustrations, descriptions, or procedures).

IT4   - (IT4) InformationalText: Vocabulary Acquisition an (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.IT4.V   - Demonstrate understanding of vocabulary and figurative language in informational texts.

LC   - (LC) Language: Conventions of Standard English (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LC.G   - Demonstrate a command of the conventions of standard English grammar and usage.

       1a. Print all upper and lower case letters.

       1b. Use common, proper, and possessive nouns.

       1c. Use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop)

       1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything).

       1e. Use verbs to convey a sense of past, present, and future (Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

       1f. Use frequently occurring adjectives.

       1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because)

       1h. Use articles (e.g., a, an, the) and demonstratives (e.g., these, those, this, that)

       1i. Use frequently occurring prepositions (e.g., during, beyond, toward)

       1j. Produce and expand complete telling (declarative), asking (interrogative), commanding (imperative), and exclamatory sentences in response to prompts.

     ELA.1.LC.M   - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

LCKL   - (LC) Language: Knowledge of Language (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LC.S   - Use knowledge of language and its conventions.

LT1   - (LT1) Literature Text: Key Ideas and Details (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LT1.1-3   - Demonstrate understanding of key ideas and details in literature text.

                     1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3. Story Elements

       1a. Ask and answer questions about key details in literature.

       2a. Retell stories including key details in literature.

       2b. Demonstrate an understanding of the theme (central message or lesson) in literature.

       3a. Describe characters, setting, and major events in a story, using key details in literature.

LT2   - (LT2) Literature Text: Craft and Structure (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LT2.4-6   - Demonstrate an understanding of craft and structure in literature   4. Word Choice   5. Text Structure   6. Point of View

       4a. Identify words and phrases in literature or poems that suggest feelings or appeal to the senses.

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

       6a. Identify who is telling the story at various points in a piece of literature.

LT3   - (LT3) Literature Text: Integration of Knowledge and (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LT3.7-9   - Demonstrate understanding of connections within, between, and among texts.   7. Text Features 8. NA   9. Analyze and Compare Two or More Texts

       7a. Use illustrations and details in literature to describe its characters, setting, or events.

       9a. Compare and contrast the adventures and experiences of charcters in stories.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (1   - Grade 1 -> ELA   - English Language Arts)

     ELA.1.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

WR   - (WR) Writing: Text Types and Purposes (1   - Grade 1 -> ELA   - English Language Arts)

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

1 - Grade 1 -> ELA - English Language Arts -> WR - (WR) Writing: Text Types and Purposes continued...

ELA.1.WR.I — Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

2a. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, supply some facts about the topic, and provide some sense of closure.

ELA.1.WR.N — Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3a. Write narratives in which they recount two or more appropriately sequenced events, includes some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELA.1.WR.O — Write opinion pieces on topics or texts, supporting a point of view with reasons.

1a. Write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion about what they are writing about, supply a reason for the opinion, and provide some sense of closure.

WRPD - (WR) Writing: Production & Distribution (1 - Grade 1 -> ELA - English Language Arts)

ELA.1.WR.4-6 — Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing Process 6: Produce, Publish, and Collaborate

5a. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

WRRE - (WR) Writing: Research (1 - Grade 1 -> ELA - English Language Arts)

ELA.1.WR.7-8 — 7. Research Process 8. Gather, Assess, and Integrate

7a. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

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

2 - Grade 2

ELA - English Language Arts (2 - Grade 2)

FS - (FS) Foundational Skills (2 - Grade 2 -> ELA - English Language Arts)

ELA.2.FS.1-4 — Students gain a working knowledge of concepts of print, alphabetic principles, and other basic conventions. 1. Print Concepts 2. Phonological Awareness 3. Phonics & Word Recognition 4. Fluency

3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

3b. Know spelling-sound correspondences for additional common vowel teams.

3c. Decode regularly spelled two-syllable words with long vowels.

3d. Decode words with common prefixes and suffixes.

3e. Identify words with inconsistent but common spelling-sound correspondences.

3f. Recognize and read grade-appropriate irregularly spelled words.

4a. Read on-level text with purpose and understanding.

4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IT1 - (IT1) InformationalText: Key Ideas and Details (2 - Grade 2 -> ELA - English Language Arts)

ELA.2.IT1.1-3 — Demonstrate understanding of key ideas and details in informational text. 1. Asking & Answering Questions 2. Summarizing & Main Idea 3. Analysis Over the Course of a Text

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

2   - Grade 2 -> ELA   - English Language Arts -> IT1   - (IT1) Informational Text: Key Ideas and Details continued...

1a. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.

2a. Identify the main idea of a multi paragraph informational text.

2b. Identify the focus of specific paragraphs within informational text.

2c. Recount key details of informational text.

3a. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

IT2   - (IT2) InformationalText: Craft and Structure (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.IT2.4-6   - Demonstrate understanding of craft and structure in informational texts.

        4. Word Choice   5. Text Structures   6. Point of View & Author's Purpose

4a. Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.

5a. Know and use various text features to locate key facts or information in informational text efficiently (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons).

5b. Identify the overall structure (sequence, descriptive/main idea and details) of informational text.

6a. Identify the main purpose of an informational text, including what the author wants to answer, explain or describe.

IT3   - (IT3) InformationalText: Integration of Knowledge (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.IT3.7-9   - Demonstrate understanding of connections within, between, and/or among texts in informational texts.

        7. Text Features   8. n/a   9. Key Points & Evidence, Compare & Contrast

7a. Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify an informational text.

8a. Describe how reasons support specific points the author makes in an informational text.

9a. Compare and contrast the most important points presented by two informational texts on the same topic.

IT4   - (IT4) InformationalText: Vocabulary Acquisition an (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.IT4.V   - Demonstrate understanding of vocabulary and figurative language in informational texts.

LC   - (LC) Language: Conventions of Standard English (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.LC.G   - Demonstrate command of the conventions of standard English grammar and usage.

1b. Write frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

1c. Write the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

1d. Use adjectives that tell what kind (loud, soft), which one (this, those), or how many (one, three)

ELA.2.LC.M   - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

LCKL   - (LC) Language: Knowledge of Language (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.LC.S   - Use knowledge of language and its conventions.

LT1   - (LT1) Literature Text: Key Ideas and Details (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.LT1.1-3   - Demonstrate understanding of key ideas and details in literature.

        1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3. Story Elements

1a. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in literature.

2a. Recount stories, including fables and folktales from diverse cultures.

2b. Determine the theme (central message, lesson, or moral) in literature.

3a. Describe how characters in a story respond to major events and challenges in literature.

LT2   - (LT2) Literature Text: Craft and Structure (2   - Grade 2 -> ELA   - English Language Arts)

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

2   - Grade 2 -> ELA   - English Language Arts -> LT2   - (LT2) Literature Text: Craft and Structure continued...

ELA.2.LT2.4-6   - Demonstrate understanding of craft and structure in literature.
                              4. Word Choice   5. Text Structure   6. Point of View
   4a. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm
       and meaning in a piece of literature, a poem, or song.
   5a. Describe the overall structure of a literary text, including describing how the beginning introduces the
       story and the ending concludes the action.
   6a. Acknowledge differences in points of view of characters, including by speaking in a different voice for
       each character when reading dialogue aloud

LT3   - (LT3) Literature Text: Integration of Knowledge and (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.LT3.7-9   - Demonstrate understanding of connections within, between, and/or among texts.
                              7. Text Features   8. n/a   9. Analyze and Compare Two or More Texts
   7a. Use information gained from the illustrations and words in a print or digital text to demonstrate
       understanding of its characters, setting, or plot.
   9a. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different
       authors or from different cultures.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

WR   - (WR) Writing: Text Types and Purposes (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas and information
                              clearly.
   2a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop
       points, and provide a concluding statement or section.
ELA.2.WR.N   - Write narratives to develop real or imagine experiences or events using effective technique,
                              descriptive details, and clear event sequences.
   3a. Write narratives in which they recount a well- elaborated event or short sequence of events, include
       details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a
       sense of closure.
ELA.2.WR.O   - Write opinion pieces on topics or texts, supporting a point of view with reasons.
   1a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion,
       supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and
       reasons, and provide a concluding statement or section.

WRPD   - (WR) Writing: Production & Distribution (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing
                              Process 6: Produce, Publish, and Collaborate
   5a. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by
       revising and editing.
   6a. With guidance and support from adults, use a variety of digital tools to produce and publish writing,
       including in collaboration with peers.

WRRE   - (WR) Writing: Research (2   - Grade 2 -> ELA   - English Language Arts)

ELA.2.WR.7-8   - 7. Research Process   8. Gather, Assess, and Integrate
   7a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to
       produce a report; record science observations).
   8a. Recall information from experiences or gather information from provided sources to answer a question.

3   - Grade 3

ELA   - English Language Arts (3   - Grade 3)

FS   - (FS) Foundational Skills (3   - Grade 3 -> ELA   - English Language Arts)

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

3   - Grade 3 -> ELA   - English Language Arts -> FS   - (FS) Foundational Skills continued...

ELA.3.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic conventions.   1. Print Concepts   2. Phonological Awareness   3. Phonics & Word Recognition 4. Fluency

3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

3b. Decode words with common suffixes.

3c. Decode multisyllabic words.

3d. Read grade-appropriate irregularly spelled words.

IT1   - (IT1) InformationalText: Key Ideas and Details (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.IT1.1-3   - Demonstrate understanding of key ideas and details in informational texts. 1. Asking & Answering Questions   2. Summarizing & Main Idea   3. Analysis Over the Course of a Text

1a. Ask and Answer questions to demonstrate understanding of informational text, referring explicitly to the text as the basis for the answers.

2a. Determine the main idea of informational text

2b. Summarize the key details of informational text and explain how they support the main idea.

3a. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

IT2   - (IT2) InformationalText: Craft and Structure (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.IT2.4-6   - Demonstrate understanding of craft and structure in informational texts. 4. Word Choice   5. Text Structures   6. Point of View & Author's Purpose

4a. Determine the meaning of general academic and domain-specific words and phrases in informational text relevant to a grade 3 topic or subject area

5a. Use text features and search tools to locate information relevant to a given topic efficiently (e.g., key words, sidebars, hyperlinks)

5b. With prompting and support, describe the overall structure (e.g. chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in informational text.

6a. Distinguish the reader's point of view from that of the author's purpose in an informational text.

IT3   - (IT3) InformationalText: Integration of Knowledge (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.IT3.7-9   - Demonstrate understanding of connections within, between, and/or among informational texts. 7. Text Features   8. Key Points & Evidence   9. Compare & Contrast

7a. Use information gained from illustrations, maps, photographs, and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8a. Describe the logical connection between particular sentences and paragraphs to support specific points in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence).

9a. Compare and contrast the most important points and key details presented in two informational texts on the same topic.

IT4   - (IT4) InformationalText: Vocabulary Acquisition an (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.IT4.V   - Demonstrate understanding of vocabulary and figurative language in informational texts.

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 informational text and content, choosing flexibly from a range of strategies.

1a. Use context as a clue to the meaning of a word or phrase in informational text.

1b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) in informational text.

1c. Determine the meaning of general academic and domain-specific words and phrases used in an informational text.

1d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) in informational text.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

3   - Grade 3 -> ELA   - English Language Arts -> IT4   - (IT4) Informational Text: Vocabulary Acquisition an continued...

2. Demonstrate understanding of word relationships and nuances in word meanings in informational text.

2a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) using informational text.

2b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered) in informational text.

LC   - (LC) Language: Conventions of Standard English (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.LC.G   - Demonstrate command of the conventions of standard English grammar and usage.

1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

2. Form and use regular and irregular plural nouns.

3. Use abstract nouns (e.g., childhood).

4. Form and use regular and irregular verbs.

5. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

6. Ensure subject-verb and pronoun-antecedent agreement.

7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

8. Use coordinating and subordinating conjunctions.

9. Produce simple, compound, and complex sentences.

ELA.3.LC.M   - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

1. Capitalize appropriate words in titles.

2. Use commas in addresses.

3. Use commas and quotation marks in dialogue.

4. Form and use possessives.

5. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

6. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LCKL   - (LC) Language: Knowledge of Language (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.LC.S   - Use knowledge of language and its conventions.

1. Choose words and phrases for effect.

LT1   - (LT1) Literature Text: Key Ideas and Details (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.LT1.1-3   - Literature Text: Key Ideas & Details:
1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3. Story Elements

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

2a. Summarize poems, dramas, or stories, including fables, folktales, and myths from diverse cultures

2b. Determine the theme (central message, lesson, or moral) and explain how it is conveyed through key details in literature.

3a. Describe characters in literature (e.g., their traits, motivations, feelings).

3b. Explain how a character's actions contribute to the sequence of events in literature.

LT2   - (LT2) Literature Text: Craft and Structure (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.LT2.4-6   - Demonstrate understanding of craft and structure in literature. 4. Word Choice 5. Text Structure 6. Point of View

4a. Determine the meaning of words and phrases as they are used in literaturel, distinguishing literal from non-literal language.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

3   - Grade 3 -> ELA   - English Language Arts -> LT2   - (LT2) Literature Text: Craft and Structure continued...

    5a. Refer to parts of stories, dramas, and poems when writing or speaking about literature, using terms such as chapter, scene, and stanza.

    5b. Describe how each successive part builds on earlier sections in literature.

    6a. Distinguish their own point of view from that of the narrator or those of characters.

LT3   - (LT3) Literature Text: Integration of Knowledge and (3   - Grade 3 -> ELA   - English Language Arts)

  ELA.3.LT3.7-9   - Demonstrate understanding of connections within, between, and/or among texts.   7. Text Features   8. (N/A)   9. Analyze and Compare Two or More Texts

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

    9a. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (3   - Grade 3 -> ELA   - English Language Arts)

  ELA.3.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

    1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 literature and content, choosing flexibly from a range of strategies.

    1a. Use context as a clue to the meaning of a word or phrase in literature.

    1b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) in literature.

    1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) in literature.

    2. Demonstrate understanding of word relationships and nuances in word meanings in literature.

    2a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) when reading literature.

    2b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered) in literary texts.

WR   - (WR) Writing: Text Types and Purposes (3   - Grade 3 -> ELA   - English Language Arts)

  ELA.3.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    2a. Introduce a topic for the intended audience, and group related information together to support the writer's purpose.

    2b. Develop the topic with facts, definitions, and/or details.

    2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

    2d. Provide a concluding statement or section.

  ELA.3.WR.N   - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    3a. Establish a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

    3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

    3c. Use temporal words and phrases to signal event order.

    3d. Provide a sense of closure.

  ELA.3.WR.O   - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

    1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

    1b. Provide reasons that support the opinion.

<u>**Content (Level -> Learning Area)**</u>

Type   Year   Entity   Key   Description   Subject   Status

3   - Grade 3 -> ELA   - English Language Arts -> WR   - (WR) Writing: Text Types and Purposes continued...

1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and
      reasons.
1d. Provide a concluding statement or section.

WRPD   - (WR) Writing: Production & Distribution (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing
                             Process 6: Produce, Publish, and Collaborate
4a. With guidance and support from adults, produce writing in which the development and organization are
      appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards
      1-3.)
5a. With guidance and support from adults, develop and strengthen writing as needed by planning, revising,
      and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and
      including grade 3.)
6a. With guidance and support from adults, use technology to produce and publish writing (using keyboarding
      skills) as well as to interact and collaborate with others.

WRRE   - (WR) Writing: Research (3   - Grade 3 -> ELA   - English Language Arts)

ELA.3.WR.7-8   - 7. Research Process   8. Gather, Assess, and Integrate
7a. Conduct short research projects that build knowledge about a topic.
8a. Recall information from experiences or gather information from print and digital sources; take brief
      notes on sources and sort evidence into provided categories.

4   - Grade 4

ELA   - English Language Arts (4   - Grade 4)

FS   - (FS) Foundational Skills (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic
                             conventions.   1. Print Concepts   2. Phonological Awareness   3. Phonics & Word Recognition
                             4. Fluency
3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots
      and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4a. Read on-level text with purpose and understanding.
4b. Read on-level prose and poetry orally with accuracy, appropriate rate , and expression on successive
      readings.
4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IT1   - (IT1) InformationalText: Key Ideas and Details (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.IT1.1   - Demonstrate understanding of key ideas and details in informational texts.
1a. Refer to details and examples in informational text when explaining what the text says explicitly.
1b. Refer to details and examples in a text when drawing inferences from informational text.
2a. Determine the main idea of informational text and explain how it is supported by key details.
2b. Summarize informational text.
3a. Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text,
      including what happened and why, based on specific information in the text.

IT2   - (IT2) InformationalText: Craft and Structure (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.IT2.1   - Demonstrate understanding of craft and structure in informational texts.
4a. Determine the meaning of general academic and domain-specific words or phrases in informational text
      relevant to a grade 4 topic or subject area.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

4 - Grade 4 -> ELA - English Language Arts -> IT2 - (IT2) Informational Text: Craft and Structure continued...

5a. Describe the overall structure (e.g. chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in informational text.

6a. Compare and contrast a firsthand and secondhand account of the same event or topic.

6b. Describe the differences in focus and the information provided.

IT3 - (IT3) InformationalText: Integration of Knowledge (4 - Grade 4 -> ELA - English Language Arts)

ELA.4.IT3.3.1 - Demonstrate understanding of connections within, between, and/or among informational texts.

7a. Interpret information visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on web pages).

7b. Explain how the information contributes to an understanding of the informational text in which it appears.

8a. Explain how an author uses reasons to support particular points in an informational text.

9a. Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.

IT4 - (IT4) InformationalText: Vocabulary Acquisition an (4 - Grade 4 -> ELA - English Language Arts)

ELA.4.IT4.V - Demonstrate understanding of vocabulary and figurative language in informational texts.

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 informational reading and content, choosing flexibly from a range of strategies.

1a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase in informational text.

1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) in informational text.

1c. Determine the meaning of general academic and domain-specific words or phrases used in an informational text.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in informational text.

2a. Explain the meaning of similes and metaphors in context using informational text.

2b. Recognize and explain the meaning of common idioms, adages, and proverbs in informational text.

2c. Demonstrate understanding of words by relating them to their antonyms and synonyms in informational text.

LC - (LC) Language: Conventions of Standard English (4 - Grade 4 -> ELA - English Language Arts)

ELA.4.LC.C - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

1. Use correct capitalization.

2. Use commas and quotation marks to mark direct speech and quotations from a text.

3. Use a comma before a coordinating conjunction in a compound sentence.

4. Spell grade-appropriate words correctly.

ELA.4.LC.G - Demonstrate command of the conventions of standard English grammar and usage.

1. Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).

2. Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).

3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

4. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

5. Form and use prepositional phrases.

6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

7. Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

8. Ensure subject-verb and pronoun-antecedent agreement.

LCKL - (LC) Language: Knowledge of Language (4 - Grade 4 -> ELA - English Language Arts)

ELA.4.LC.S - Use knowledge of language and its conventions.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

4   - Grade 4 -> ELA   - English Language Arts -> LCKL   - (LC) Language: Knowledge of Language continued...

    1. Choose words and phrases to convey ideas precisely.

    2. Choose punctuation for effect.

    3. Choose words and phrases for effect.

LT1   - (LT1) Literature Text: Key Ideas and Details (4   - Grade 4 -> ELA   - English Language Arts)

  ELA.4.LT1.1-3   - Demonstrate understanding of key ideas and details in literature. 1. Asking & Answering
                            Questions 2. Retelling/Summarizing/Theme 3. Story Elements

    1a. Refer to details and examples in literature when explaining what the text explicitly says.

    1b. Refer to details and examples in a text when drawing inferences from literature.

    2a. Summarize literature.

    2b. Determine a theme of a story, drama or poem from details in the literature.

    3a. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in
        literature (character's thoughts, words, or actions

LT2   - (LT2) Literature Text: Craft and Structure (4   - Grade 4 -> ELA   - English Language Arts)

  ELA.4.LT2.4-6   - Demonstrate understanding of craft and structure in literature. 4, Word Choice 5. Text
                           Structure 6. Point of View

    4a. Determine the meaning of words and phrases as they are used in literature including figurative language.

    5a. Explain major differences between poems, drama, and prose .

    5b. Refer to the structural elements of poems(e.g., verse, rhythm, meter) and drama (e.g., casts of
        characters, settings, descriptors, dialogue, stage directions) when writing or speaking about a text.

    6a. Compare and contrast the point of view from which different literary works are narrated, including the
        difference between first-and third-person narrations.

LT3   - (LT3) Literature Text: Integration of Knowledge and (4   - Grade 4 -> ELA   - English Language Arts)

  ELA.4.LT3.1   - Demonstrate understanding of connections within, between, and/or among texts.

    7a. Make connections between the text of a story or drama and a visual or oral presentation of the text

    7b. Identify where each version of the story or drama reflects specific descriptions

    9a. Compare and contrast similar themes and topics (e.g., opposition of good and evil) and patterns of events
        in stories, myths, and traditional literature.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (4   - Grade 4 -> ELA   - English Language Arts)

  ELA.4.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

    1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4
        literature and content, choosing flexibly from a range of strategies.

    1a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or
        phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean
        effort).

    1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., telegraph,
        photograph, autograph) in literature.

    2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in
        literature.

    2a. Explain the meaning of similes and metaphors in context when reading literature.

    2b. Recognize and explain the meaning of common idioms, adages, and proverbs in literature.

    2c. Demonstrate understanding of words in literature by relating them to their antonyms and synonyms.

WR   - (WR) Writing: Text Types and Purposes (4   - Grade 4 -> ELA   - English Language Arts)

  ELA.4.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas and information
                  clearly.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

4   - Grade 4 -> ELA   - English Language Arts -> WR   - (WR) Writing: Text Types and Purposes continued...

2a. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

2b. Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.

2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

2e. Provide a concluding statement or section related to the information or explanation presented.

ELA.4.WR.N   - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

3b. Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.

3c. Use a variety of transitional words and phrases to manage the sequence of events.

3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

3e. Provide a conclusion that follows from the narrated experiences or events.

ELA.4.WR.O   - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1a. Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

1b. Provide reasons that are supported by facts and details.

1c. Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

1d. Provide a concluding statement or section related to the opinion presented.

WRPD   - (WR) Writing: Production & Distribution (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing Process 6: Produce, Publish, and Collaborate

4a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

5a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 4.)

6a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

WRRE   - (WR) Writing: Research (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.WR.7-8   - 7. Research Process   8. Gather, Assess, and Integrate

7a. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

8a. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

WRTD   - (WR) Writing: Text Dependent Analysis (4   - Grade 4 -> ELA   - English Language Arts)

ELA.4.WR.9   - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

4   - Grade 4 -> ELA - English Language Arts -> WRTD - (WR) Writing: Text Dependent Analysis continued...

9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

5   - Grade 5

ELA - English Language Arts (5   - Grade 5)

FS   - (FS) Foundational Skills (5   - Grade 5 -> ELA - English Language Arts)

ELA.5.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic conventions. 1. Print Concepts 2. Phonological Awareness 3. Phonics & Word Recognition 4. Fluency

3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar m

4a. Read on-level text with purpose and understanding.

4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IT1   - (IT1) InformationalText: Key Ideas and Details (5   - Grade 5 -> ELA - English Language Arts)

ELA.5.IT1.1-3   - Demonstrate understanding of key ideas and details in informational texts.

1. Asking & Answering Questions   2. Summarizing & Main Idea   3. Analysis Over the Course of a Text

1a. Cite accurately from informational text when explaining what the text says explicitly.

1b. Cite accurately from a text when drawing inferences from informational text.

2a. Determine two or more main ideas of an informational text.

2b. Explain how the main ideas are supported by key details.

2c. Summarize informational text.

3a. Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

IT2   - (IT2) InformationalText: Craft and Structure (5   - Grade 5 -> ELA - English Language Arts)

ELA.5.IT2.4-6   - Demonstrate understanding of craft and structure in informational texts.

4. Word Choice   5. Text Structures   6. Point of View & Author's Purpose

4a. Determine the meaning of general academic and domain specific words and phrases in informational text relevant to a grade 5 topic or subject area.

5a. Compare and contrast the overall structure (e.g., chronology, comparison, cause-effect, problem-solution) of events, ideas, concepts, or information in two or more informational texts.

6a. Analyze multiple accounts of the same event or topic. Note important similarities and differences in the point of view they represent.

IT3   - (IT3) InformationalText: Integration of Knowledge (5   - Grade 5 -> ELA - English Language Arts)

ELA.5.IT3.7-9   - Demonstrate understanding of connections within, between, and/or among informational texts.

7. Text Features   8. Key Points & Evidence   9. Compare & Contrast

7a. Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8a. Explain how an author uses reasons and evidence to support particular points in an informational text.

8b. Identify which reasons and evidence support which point(s) in informational text.

9a. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.

IT4   - (IT4) InformationalText: Vocabulary Acquisition an (5   - Grade 5 -> ELA - English Language Arts)

ELA.5.IT4.V   - Demonstrate understanding of vocabulary and figurative language in informational texts.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

5   - Grade 5 -> ELA   - English Language Arts -> IT4   - (IT4) Informational Text: Vocabulary Acquisition an continued...

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 informational reading and content, choosing flexibly from a range of strategies.

1a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase in informational text.

1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) in informational text.

1c. Determine the meaning of general academic and domain-specific words and phrases used in informational text.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in informational text.

2a. Interpret figurative language (simile, metaphor, and personification) in context within informational text.

2b. Recognize and explain the meaning of common idioms, adages, and proverbs in informational text.

2c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words in informational text.

LC   - (LC) Language: Conventions of Standard English (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.LC.C   - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

1. Use punctuation to separate items in a series.

2. Use a comma to separate an introductory element from the rest of the sentence.

3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

4. Use underlining, quotation marks, or italics to indicate titles of works.

5. Spell grade-appropriate words correctly.

ELA.5.LC.G   - Demonstrate command of the conventions of standard English grammar and usage.

1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

2. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

3. Use verb tense to convey various times, sequences, states, and conditions.

4. Recognize and correct inappropriate shifts in verb tense.

5. Use correlative conjunctions (e.g., either/or, neither/nor).

6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

7. Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

8. Ensure subject-verb and pronoun-antecedent agreement.

LCKL   - (LC) Language: Knowledge of Language (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.LC.S   - Use knowledge of language and its conventions.

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

2. Choose words and phrases to convey ideas precisely.

3. Choose punctuation for effect.

4. Choose words and phrases for effect.

LT1   - (LT1) Literature Text: Key Ideas and Details (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.LT1.1-3   - Demonstrate understanding of key ideas and details in literature.

1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3. Story Elements

1a. Cite accurately from literacy when explaining what the text says explicitly.

1b. Cite accurately from literature when drawing inferences from the text.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

5   - Grade 5 -> ELA   - English Language Arts -> LT1   - (LT1) Literature Text: Key Ideas and Details continued...

    2a. Summarize the literature.

      1. Include how characters in a story or drama respond to challenges.

      2. Include how the speaker in a poem reflects upon a topic.

    2b. Determine a theme of a story, drama, or poem from details in the literature.

    3a. Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the literature (e.g., how characters interact).

LT2   - (LT2) Literature Text: Craft and Structure (5   - Grade 5 -> ELA   - English Language Arts)

  ELA.5.LT2.4-6   - Demonstrate understanding of craft and structure in literature.

        4. Word Choice   5. Text Structure   6. Point of View

    4a. Determine the meaning of words and phrases as they are used in literature including figurative language such as metaphors and similes.

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

    6a. Describe how a narrator's or speaker's point of view influences how events are described in literature.

LT3   - (LT3) Literature Text: Integration of Knowledge and (5   - Grade 5 -> ELA   - English Language Arts)

  ELA.5.LT3.7-9   - Demonstrate understanding of connections within, between, and/or among texts.

        7. Text Features   8. n/a   9. Analyze and Compare Two or More Texts

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

    9a. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (5   - Grade 5 -> ELA   - English Language Arts)

  ELA.5.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

    1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 literature and content, choosing flexibly from a range of strategies.

    1a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase in literature.

    1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) in literature.

    2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in literature.

    2a. Interpret figurative language (e.g., simile, metaphor, personification) in context when reading literature.

    2b. Recognize and explain the meaning of common idioms, adages, and proverbs found in literature.

    2c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) found in literature to better understand each of the words.

WR   - (WR) Writing: Text Types and Purposes (5   - Grade 5 -> ELA   - English Language Arts)

  ELA.5.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    2a. Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.

    2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

    2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

    2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Content (Level -> Learning Area)

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                Type    Year  Entity  Key    Description                      Subject   Status
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5   - Grade 5 -> ELA   - English Language Arts -> WR   - (WR) Writing: Text Types and Purposes continued...

2e. Provide a concluding section related to the information or explanation presented.

ELA.5.WR.N   - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.

3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

3e. Provide a conclusion that follows from the narrated experiences or events.

ELA.5.WR.O   - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1a. Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

1b. Provide logically ordered reasons that are supported by facts and details.

1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

1d. Provide a concluding section related to the opinion presented.

WRPD   - (WR) Writing: Production & Distribution (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing Process 6: Produce, Publish, and Collaborate

4a. 4a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

5a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 5.)

6a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WRRE   - (WR) Writing: Research (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.WR.7-8   - 7. Research Process   8. Gather, Assess, and Integrate

7a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8a. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

WRTD   - (WR) Writing: Text Dependent Analysis (5   - Grade 5 -> ELA   - English Language Arts)

ELA.5.WR.9   - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

9b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

6   - Grade 6

ELA   - English Language Arts (6   - Grade 6)

FS   - (FS) Foundational Skills (6   - Grade 6 -> ELA   - English Language Arts)

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

6   - Grade 6 -> ELA   - English Language Arts -> FS   - (FS) Foundational Skills continued...

ELA.6.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic
conventions. 1. Print Concepts 2. Phonological Awareness 3. Phonics & Word Recognition 4.
Fluency

3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots
and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

4a. Read on-level text with purpose and understanding.

4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive
readings.

4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IT1   - (IT1) InformationalText: Key Ideas and Details (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.IT1.1-3   - Demonstrate understanding of key ideas and details in informational texts.   1. Asking &
Answering Questions   2. Summarizing & Main Idea   3. Analysis Over the Course of a Text

1a. Synthesize textual evidence to support analysis of what the text says explicitly.

1b. Synthesize textual evidence for inferences drawn from informational text.

2a. Determine a main/central idea of informational text and how it is conveyed through particular details.

2b. Provide a summary of informational text distinct from personal opinions or judgements.

3a. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in
informational text (e.g. through examples or anecdotes).

IT2   - (IT2) InformationalText: Craft and Structure (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.IT2.4-6   - Demonstrate understanding of connections within, between, and/or among informational texts.
4. Word Choice   5. Text Structures   6. Point of View & Author's Purpose

4a. Determine the meaning of words and phrases as they are used in informational text, including figurative,
connotative, and technical meanings.

5a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of
informational text and contributes to the development of the ideas that may include multiple structures.

6a. Determine an author's point of view or purpose in a text and explain how it is conveyed in informational
text.

IT3   - (IT3) InformationalText: Integration of Knowledge (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.IT3.7-9   - Demonstrate understanding of connections within and/or among informational texts.   7. Text
Features   8. Key Points & Evidence   9. Compare & Contrast

7a. Integrate information presented in different mediums or formats as well as in words to develop a
coherent understanding of a topic or issue.

8a. Trace and evaluate the argument and specific claims in an inforational text, distinguishing claims that
are supported by reasons and evidence from claims that are not.

9a. Compare and contrast one author's presentation of events in an informational text with that of another
(e.g. a memoir written by and a biography on the same person).

IT4   - (IT4) InformationalText: Vocabulary Acquisition an (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.IT4.V   - Demonstrate understanding of vocabulary and figurative language in informational texts.

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6
informational reading and content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a
sentence) as a clue to the meaning of a word or phrase in informational text.

1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., audience,
auditory, audible) in informational text.

1c. Determine the meaning of technical words and phrases used in informational text.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

6   - Grade 6 -> ELA   - English Language Arts -> IT4   - (IT4) Informational Text: Vocabulary Acquisition an continued...

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in informational text.

2a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context using informational text.

2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words in informational text.

2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) in informational text.

LC   - (LC) Language: Conventions of Standard English (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LC.G   - Demonstrate command of the conventions of standard English grammar and usage.

1. Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

2. Use intensive pronouns (e.g., myself, ourselves).

3. Recognize and correct inappropriate shifts in pronoun number and person.

4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

5. Recognize and correct inappropriate shifts in verb tense.

6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

7. Correctly use frequently confused words (e.g., to, too, two; there, their, they're).

8. Ensure subject-verb and pronoun-antecedent agreement.

ELA.6.LC.M   - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

1. Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

2. Spell correctly.

3. Use punctuation to separate items in a series.

LCKL   - (LC) Language: Knowledge of Language (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LC.S   - Use knowledge of language and its conventions.

1. Vary sentence patterns for meaning, reader/listener interest, and style.

2. Maintain consistency in style and tone.

3. Choose words and phrases to convey ideas precisely.

4. Choose punctuation for effect.

5. Choose words and phrases for effect.

LT1   - (LT1) Literature Text: Key Ideas and Details (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LT1.1-3   - Demonstrate understanding of key ideas and details in literature. 1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3. Story Elements

1a. Synthesize textual evidence to support analysis of what the literature says explicitly.

1b. Synthesize textual evidence to support inferences and/or generalizations drawn from the literature.

2a. Provide a summary of literature distinct from personal opinions or judgements.

2b. Determine a theme or central idea of a piece of literature and how it is conveyed through particular details.

3a. Describe how a particular story's or drama's plot unfolds in a series of episodes.

3b. Describe how the characters respond or change as the plot moves toward a resolution.

LT2   - (LT2) Literature Text: Craft and Structure (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LT2.4-6   - Demonstrate understanding of craft and structure in literature. 4. Word Choice   5. Text Structure   6. Point of View

4a. Determine the meaning of words and phrases as they are included in literature, including figurative language and connotative meanings.

4b. Analyze the impact of a specific word choice on meaning and tone in literature.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

6   - Grade 6 -> ELA   - English Language Arts -> LT2   - (LT2) Literature Text: Craft and Structure continued...

5a. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a piece of literature.

5b. Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

6a. Explain how an author develops the point of view of the narrator or speaker in literature.

LT3   - (LT3) Literature Text: Integration of Knowledge and (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LT3.7-9   - Demonstrate understanding of connections within, between, and/or among texts.   7. Text Features   8. N/A   9. Analyze and Compare Two or More Texts

7a. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

7b. Contrast what learners "see" and "hear" when reading literature to what they perceive when they listen or watch.

9a. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 literature and content, choosing flexibly from a range of strategies.

1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase found in literature.

1b. Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) found in literature.

2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings found in literature.

2a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context when reading literature.

2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) in literature to better understand each of the words.

2c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) found in literature.

WR   - (WR) Writing: Text Types and Purposes (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.WR.A   - Write arguments to support claims with clear reasons and relevant evidence.

1a. Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.

1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

1d. Establish and maintain a formal style.

1e. Provide a concluding section that reinforces the claims and reasons presented.

ELA.6.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

2a. Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Content (Level -> Learning Area)

Type   Year Entity Key   Description   Subject   Status

6   - Grade 6 -> ELA   - English Language Arts -> WR   - (WR) Writing: Text Types and Purposes continued...

2e. Establish and maintain a formal style.

2f. Provide a concluding section that follows from the information or explanation presented.

ELA.6.WR.N   - Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

3c. Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

3e. Provide a conclusion that follows from the narrated experiences or events.

WRPD   - (WR) Writing: Production & Distribution (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing Process 6: Produce, Publish, and Collaborate

4a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6a. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

WRRE   - (WR) Writing: Research (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.WR.7-8   - 7. Research Process   8. Gather, Assess, and Integrate

7a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8a. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and and providing basic bibliographic information for sources.

WRTD   - (WR) Writing: Text Dependent Analysis (6   - Grade 6 -> ELA   - English Language Arts)

ELA.6.WR.9   - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics").

9b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and evidence from claims that are not").

K   - Kindergarten

ELA   - English Language Arts (K   - Kindergarten)

FS   - (FS) Foundational Skills (K   - Kindergarten -> ELA   - English Language Arts)

ELA.K.FS.1-4   - Students gain a working knowledge of concepts of print, alphabetic principles, and other basic conventions.   1. Print Concepts   2. Phonological Awareness   3. Phonics & Word Recognition 4. Fluency

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

K - Kindergarten -> ELA - English Language Arts -> FS - (FS) Foundational Skills continued...

1a. Utilize appropriate book handling skills

1b. Follow words from left to right, top to bottom, and page by page.

1c. Recognize that spoken words are represented in written language by specific sequences of letters.

1d. Understand that words are separated by spaces in print.

1e. Recognize and name all upper- and lowercase letters of the alphabet.

2a. Recognize and produce rhyming words.

2b. Count, pronounce, blend, and segment syllables in spoken words.

2c. Blend and segment onsets and rimes of single-syllable spoken words.

2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC)
   words.

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

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

3b. Associate the long and short sounds with common spelling (graphemes) for the five major sounds.

3c. Read common high-frequency words by sight.

3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

4a. Read emergent-reader texts with purpose and understanding.

IT1 - (IT1) InformationalText: Key Ideas and Details (K - Kindergarten -> ELA - English Language Arts)

ELA.K.IT1.1-3 - Demonstrate understanding of key ideas and details in informational text. 1. Asking &
   Answering Questions 2. Summarizing & Main Idea 3. Analysis Over the Course of a Text

1a. With prompting and support, ask and answer questions about key details in informational text.

2a. With prompting and support, identify the main idea in informational text.

2b. With prompting and support retell key details of informational text.

3a. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of
   information in informational text.

IT2 - (IT2) InformationalText: Craft and Structure (K - Kindergarten -> ELA - English Language Arts)

ELA.K.IT2.4-6 - Demonstrate understanding of craft and structure in informational text. 4. Word Choice 5.
   Text Structures 6. Point of View & Author's Purpose

4a. With prompting and support, ask and answer questions about unknown words in an informational text.

5a. Identify the front cover, back cover, and title page of an informational book.

6a. Name the author and illustrator of an informational text and define the role of each in presenting the
   ideas or information in a text.

IT3 - (IT3) InformationalText: Integration of Knowledge (K - Kindergarten -> ELA - English Language Arts)

ELA.K.IT3.7-9 - Demonstrate understanding of connections within, between, and/or among texts. 7. Text
   Features 8. Key Points & Evidence 9. Compare & Contrast

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

8a. With prompting and support identify the reasons an author gives to support points in a text.

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

IT4 - (IT4) InformationalText: Vocabulary Acquisition an (K - Kindergarten -> ELA - English Language Arts)

ELA.K.IT4.V - Demonstrate understanding of vocabulary and figurative language in informational texts.

LC - (LC) Language: Conventions of Standard English (K - Kindergarten -> ELA - English Language Arts)

ELA.K.LC.G - Demonstrate a command of the conventions of standard English grammar and usage.

1a. Print upper and lower case letters.

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

K   - Kindergarten -> ELA   - English Language Arts -> LC   - (LC) Language: Conventions of Standard English continued...

      1b. Use frequently occurring nouns and verbs.

      1c. Orally use regular plural nouns by adding -s or -es.

      1d. Understand and use question words.

      1e. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

      1f. Produce and expand complete sentences in shared language activities.

   ELA.K.LC.M   - Demonstrate command of the conventions of standard English capitalization, punctuation, and
               spelling.

LCKL   - (LC) Language: Knowledge of Language (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.LC.S   - Use knowledge of language and its conventions.

LT1   - (LT1) Literature Text: Key Ideas and Details (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.LT1.1-3   - Demonstrate understanding of key ideas and details in literature text.
               1. Asking & Answering Questions   2. Retelling/Summarizing/Theme   3.Story Elements

      1a. With prompting and support, ask and answer questions about key details in literature.

      2a. With prompting and support, retell familiar stories, including key details in literature.

      3a. With prompting and support, identify characters, settings, and major events in literature.

LT2   - (LT2) Literature Text: Craft and Structure (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.LT2.4-6   - Demonstrate understanding of craft and structure in literature.   4. Word Choice   5. Text
               Structure   6. Point of View

      4a. With prompting and support, ask and answer questions about unknown words in literature.

      5a. With prompting and support, recognize common types of literature (e.g. storybooks, poems)

      6a. With prompting and support, name the author and illustrator of a piece of literature and define the role
         of each in telling the story.

LT3   - (LT3) Literature Text: Integration of Knowledge and (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.LT3.7-9   - Demonstrate understanding of connections within, between, and among texts.   7. Text Features
              8. N/A   9. Analyze and Compare Two or More Texts

      7a. With prompting and support, describe the relationship between illustrations and the piece of literature
         in which they appear (e.g., what moment in a story an illustration depicts).

      9a. With prompting and support, compare and contrast the adventures and experiences of characters in familiar
         literature.

LT4   - (LT4) Literature Text: Vocabulary Acquisition and U (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.LT4.V   - Demonstrate understanding of vocabulary and figurative language in literature.

WR   - (WR) Writing: Text Types and Purposes (K   - Kindergarten -> ELA   - English Language Arts)

   ELA.K.WR.I   - Write informative/explanatory texts to examine a topic and convey ideas and information
               clearly.

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

   ELA.K.WR.N   - Write narratives to develop real or imagined experiences or events using effective technique,
               descriptive details, and clear event sequences.

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

   ELA.K.WR.O   - Write opinion pieces on topics or texts, supporting a point of view with reasons.

      1a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a
         reader the topic or the name of the book they are writing about and state an option or preference about the
         topic or book.

WRPD   - (WR) Writing: Production & Distribution (K   - Kindergarten -> ELA   - English Language Arts)

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status

K   - Kindergarten -> ELA   - English Language Arts -> WRPD   - (WR) Writing: Production & Distribution continued...

ELA.K.WR.4-6   - Produce and distribute writing focusing on 4: Content, Organization, and Style. 5: Writing Process 6: Produce, Publish, and Collaborate

5a. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

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

WRRE   - (WR) Writing: Research (K   - Kindergarten -> ELA   - English Language Arts)

ELA.K.WR.7-8   - 7. Research Process   8. Gather, Assess & Integrate

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

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

************************ End of report ************************