Florida's B.E.S.T. Standards

English Language Arts

Florida ELA Standards and
Benchmarks with Clarifications + Examples

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WITHOUT **EDUCATION** HE LIVES WITHIN THE NARROW, DARK AND GRIMY WALLS OF IGNORANCE. ... EDUCATION, ON THE OTHER HAND, MEANS EMANCIPATION. IT **MEANS LIGHT AND LIBERTY**. IT MEANS THE UPLIFTING OF THE SOUL OF MAN INTO THE GLORIOUS LIGHT OF TRUTH, THE LIGHT BY WHICH MEN CAN ONLY BE MADE FREE. **TO DENY EDUCATION TO ANY PEOPLE IS ONE OF THE GREATEST CRIMES AGAINST HUMAN NATURE.** IT IS EASY TO DENY THEM THE MEANS OF FREEDOM AND THE RIGHTFUL PURSUIT OF HAPPINESS AND TO DEFEAT THE VERY END OF THEIR BEING.

-FREDERICK DOUGLASS
BLESSINGS OF LIBERTY AND EDUCATION. SPEECH. 1894.

Introduction

On January 31, 2019, Governor DeSantis issued Executive Order 19-32, outlining a path for Florida to improve its education system by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future. The task from Governor DeSantis to Commissioner Corcoran was clear: Create literacy standards for our Florida students that will shape their education and secure their position as leading the charge to make Florida the most literate state in the nation. The outcome is Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA), a product of Florida literacy experts, Florida educators, and vested stakeholders.

Florida's B.E.S.T. Standards encourage educators to act on Douglass's reminder of the ultimate purpose of education. His words confirm that education must be enlightening, noble, and good. He speaks from a tradition that holds education in the highest regard. The Latin root of the word *education* is *educare*, which means "to bring forth, to bring up." Douglass understood that education is the way to bring forth our greatest capacities. Knowledge is the pathway to liberty, which is a fundamental value guaranteed by our government.

Florida's B.E.S.T. Standards promote Douglass's noble view of education. The implementation of these standards will encourage schools, districts, and educators to adopt and build a rich, deep, and meaningful curriculum that "uplifts the soul." It is important to note that these standards are only the framework. It is up to Florida educators to use these standards to build knowledge-rich curricula that will nurture students by immersing them in the study of great works of literature, history, and the arts. The goal of these standards is to restore teachers to their true calling: educating the hearts, souls, and minds of their students, bringing them "into the glorious light of truth." In the words of John Adams, "Let us tenderly and kindly cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write."

What Matters: Cornerstones of Reading Comprehension

These standards emphasize that literacy is not achievable merely through a skills-based approach to reading comprehension. Lessons designed to instill background knowledge and a deep respect for literary works that transcend time because of the truth of their content and the beauty of their craft are critical to building life-long learners.

Foundational Instruction Matters

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort," says Dr. Holly Lane, Director, University of Florida Literacy Institute. When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning.

Knowledge Matters

Reading comprehension depends more on relevant background knowledge than on mastery of reading strategies. Knowledge acquisition should be the primary purpose of any reading approach, starting at the earliest grades. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Knowledge builds upon knowledge. Reading comprehension develops as students engage with literary and informational text selections that are complex, rich, and meaningful.

The greatest reading comprehension tool is not a set of strategies or tools that are content-free; rather, it is a well-stocked mind. Critical thinking cannot be separated from the object of that thinking. We cannot think deeply, creatively, or critically about a subject if we have little knowledge of it. Thus, the key to developing real critical thinking skills in our students is to increase knowledge about a breadth of subjects by reading rich texts on the subjects.

Curriculum Matters

If knowledge acquisition is a core component of reading comprehension, then how the content is organized and presented to students is the foundation of an effective curriculum. The specificity of these standards, along with the clarifications and appendices, will make it easier for educators, schools, and districts to build or select a coherent, cumulative, and knowledge-based curriculum that is vertically aligned across grades and horizontally aligned across subjects within a grade.

These standards are the foundation on which a robust curriculum will be built with a full appreciation of history, art, music, and other disciplines that were sidelined in favor of a focus on abstract reading strategies. These standards encourage a broader view of literacy that promotes knowledge-building across varied domains and subjects, making the integration of content and collaboration among teachers much easier to achieve.

Leadership Matters

Governor DeSantis, upon taking office, realized that for an education system to be successful, choice and excellence had to be the pillars of the system. Recognizing that our students and their families required and deserved more from their education, he issued the executive order to create the best standards in the nation. The Florida B.E.S.T. Standards are the pathway. In moving forward, the Florida Department of Education is committed to maximizing student potential and creating citizens well-poised to shape the future of Florida and the world.

Design of Standards

The standards are designed to be user-friendly, so every stakeholder will understand what students are expected to master. Taken together, the benchmarks, clarifications, and appendices represent the expected outcomes for the students of Florida and carry the full weight of the standards.

Florida's B.E.S.T. Standards for ELA are built on the following premises:

- English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.
- The standards are clear and concise so they are easily understood by every stakeholder.
- The texts students read are meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.
- Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.

The reading and writing standards have been written in such a way that they progress together and students are able to use the texts they are reading as accompanying texts for their writing. As a part of that focus, rhetoric will be introduced earlier, now during 6th grade, so that students will have an understanding of the appeals – logos, pathos, and ethos – when starting argumentative writing. It is vital that students have the tools of understanding how argumentation works as they are learning to write arguments. Foundational reading standards are included for secondary students who have a reading deficiency and need targeted instruction. These standards will apply to elective intensive reading and intensive language arts course codes, not core ELA courses. The goal is for targeted skill instruction, outlined by the standards, to make proficient readers of all of Florida's students, no matter their grade level.

Throughout this year-long process of evaluating, listening, rethinking, and ultimately, rewriting Florida's standards, the Florida Department of Education repeatedly engaged numerous stakeholders, including many educators, through a multi-faceted public input process. The success of this process was rooted in

the collective thought and input of many Floridians who held student-centered results close to heart. It is also recommended that this review process be repeated every seven years, if not sooner.

Florida's B.E.S.T. Standards for English Language Arts – Organization and Coding Scheme

Organization

The ELA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. For purposes of instruction, the ELA Expectations are interconnected and should be developed over time. See ELA Expectations in Appendix A for incorporating the Expectations into instruction of the standards.

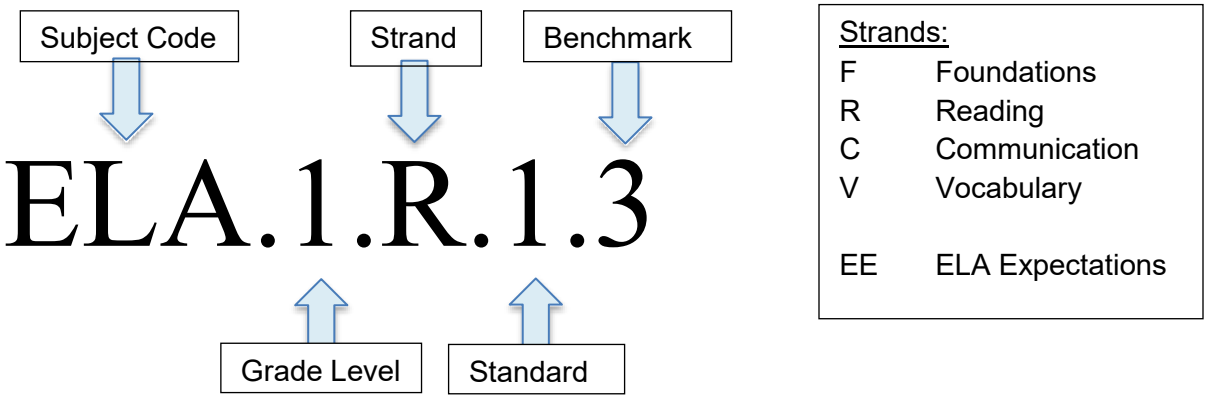
ELA Expectation	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.

The mastery standards themselves represent end-of-the-year goals students should master and are divided into four strands: Foundations, Reading, Communication, and Vocabulary.

- *Foundations*
  The Foundations Strand has been adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary students who are not yet proficient readers. Additional resources related to the Foundations standards are in Appendix E.
- *Reading*
  The Reading Strand is divided into three standards: reading prose and poetry, reading informational text, and reading across genres. For all Reading standards, when evaluating text complexity to determine if a text is appropriate to the grade level, quantitative, qualitative, and student-centered demands should be considered together. See Text Complexity. Additional resources related to the Reading standards are in Appendix B.
- *Communication*
  The Communication Strand is divided into five standards: communicating through writing, communicating orally, following conventions, researching, and creating and collaborating. Additional resources related to the Communication standards are in Appendix C.

- *Vocabulary*
  The Vocabulary Strand is comprised of one standard: finding meaning. Vocabulary is a building block of knowledge and essential to a thorough understanding of text. Additional resources related to the Vocabulary standards are in Appendix D.

Coding Scheme



The Florida Department of Education would like to thank all of the Floridians who contributed to this project. In particular, we would like to thank the teacher experts who served on review committees to represent Florida teachers and students.

Standards Map

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

Progression of Foundations Benchmarks

These are the progressions of the Foundations benchmarks. Foundations benchmarks do not spiral in the same way as those in the other strands. The other strands appear in spiraled progressions in the next section.

Progression of Foundational Skills		
Print Concepts	ELA.K.F.1.1	Demonstrate knowledge of the basic concepts of print.
		a. Locate a printed word on a page.
		b. Distinguish letters from words within sentences.
		c. Match print to speech to demonstrate that language is represented by print.
		d. Identify parts of a book (front cover, back cover, title page).
		e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
		f. Identify all upper- and lowercase letters of the alphabet.
		g. Recognize that print conveys specific meaning and pictures may support meaning.
	ELA.1.F.1.1	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
Phonological Awareness	ELA.K.F.1.2	Demonstrate phonological awareness.
		a. Blend and segment syllables in spoken words.
		b. Identify and produce alliterative and rhyming words.
		c. Blend and segment onset and rimes of single-syllable words.
		d. Identify the initial, medial, and final sound of spoken words.
		e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
		f. Segment and blend phonemes in single-syllable spoken words.
	ELA.1.F.1.2	Demonstrate phonological awareness.
		a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
		b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
		c. Blend single-syllable spoken words with at least five phonemes.
		d. Segment single-syllable spoken words with at least five phonemes.
		e. Segment and blend phonemes in multi-syllable spoken words.
	ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds.
		a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
		b. Accurately segment single-syllable and multisyllabic words.
Phonics and Word Analysis	ELA.K.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Demonstrate knowledge of the most frequent sound for each consonant.
		b. Demonstrate knowledge of the short and long sounds for the five major vowels.
		c. Decode consonant-vowel-consonant (CVC) words.
		d. Encode consonant-vowel-consonant (CVC) words.
	ELA.1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
		b. Decode simple words with r-controlled vowels.
		c. Decode and encode regularly spelled one-syllable words.
		d. Decode words with inflectional endings.

Phonics and Word Analysis		e. Decode two-syllable words with regular patterns by breaking the words into syllables.
		f. Decode words that use final -e and vowel teams to make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		b. Decode regularly spelled two-syllable words with long and short vowels.
		c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		d. Decode words with common prefixes and suffixes.
		e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words.
		a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2)
		b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).
		c. Decode multisyllabic words.
	ELA.4.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words.
		a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words.
		a. Use an array of strategies to decode single-syllable and multisyllabic words.
		b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
	ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words.
		a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Fluency	ELA.K.F.1.4	Recognize and read with automaticity grade-level high frequency words.
	ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		a. Recognize and read with automaticity the grade-level sight words.
	ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.612.F.2.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Spiraled Standards in a Vertical Progression

For each standard in the reading, communication, and vocabulary strands, the benchmarks are listed starting from grade 12 and ending at kindergarten to assist with vertical planning. Since all content in kindergarten is new, the entire benchmark is bolded. Moving up from kindergarten, the bolded language shows the new concept added at that grade level. This chart can help with vertical planning within a district or school system. It also helps to provide a framework for teachers to enable scaffolds for students who may need remediation.

Reading Standards

Reading Prose and Poetry

R.1.1 Literary Elements	
ELA.12.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text **and explain the functional significance of those elements in interpreting the text**.
ELA.11.R.1.1	**Evaluate** how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.10.R.1.1	**Analyze** how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.9.R.1.1	**Explain how key elements enhance or add layers of meaning and/or style** in a literary text.
ELA.8.R.1.1	Analyze the **interaction between** character development, setting, and plot in a literary text.
ELA.7.R.1.1	Analyze **the impact of setting on character development and plot** in a literary text.
ELA.6.R.1.1	Analyze **how the interaction between characters contributes to the development of a plot** in a literary text.
ELA.5.R.1.1	**Analyze** how setting, events, conflict, and **characterization** contribute to the plot in a literary text.
ELA.4.R.1.1	Explain **how setting, events, conflict, and character development contribute to the plot** in a literary text.
ELA.3.R.1.1	**Explain how one or more characters develop throughout the plot** in a literary text.
ELA.2.R.1.1	Identify **plot structure** and describe main story elements in a **literary text.**
ELA.1.R.1.1	**Identify and** describe the **main story elements** in a story.
ELA.K.R.1.1	**Describe the main character(s), setting, and important events in a story.**

R.1.2 Theme	
ELA.12.R.1.2	Analyze two or more themes and **evaluate** their development throughout a literary text.
ELA.11.R.1.2	**Track and** analyze universal themes **in literary texts from different times and places.**
ELA.10.R.1.2	Analyze **and compare** universal themes and their development throughout a literary text.
ELA.9.R.1.2	Analyze **universal themes** and their development throughout a literary text.
ELA.8.R.1.2	**Analyze** two or more themes and their development throughout a literary text.
ELA.7.R.1.2	**Compare two or more** themes and their development throughout a literary text.
ELA.6.R.1.2	**Analyze** the development of stated or implied theme(s) throughout a literary text.
ELA.5.R.1.2	Explain the **development of** stated or implied theme(s) **throughout** a literary text.
ELA.4.R.1.2	Explain **a stated or implied** theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	**Explain** a theme and **how it develops, using details,** in a literary text.
ELA.2.R.1.2	Identify and explain a **theme** of a **literary text.**
ELA.1.R.1.2	**Identify and explain the moral of a story.**
This benchmark is not present in kindergarten.	

R.1.3 Perspective and Point of View	
ELA.12.R.1.3	**Evaluate the development** of character perspective, **including** conflicting perspectives.
ELA.11.R.1.3	Analyze **the author's choices in using juxtaposition to define** character perspective.
ELA.10.R.1.3	Analyze **coming of age experiences reflected in a text and how the author represents conflicting perspectives**.
ELA.9.R.1.3	Analyze **the influence of narrator perspective on a text**, **explaining how the author creates irony or satire.**
ELA.8.R.1.3	**Analyze how an author develops and individualizes the perspectives of different characters.**
ELA.7.R.1.3	Explain the influence of narrator(s), **including unreliable narrator(s)**, and/or shifts in point of view in a literary text.
ELA.6.R.1.3	**Explain the influence of multiple narrators and/or shifts in point of view in a literary text.**
ELA.5.R.1.3	**Describe how an author develops** a character's perspective in a literary text.
ELA.4.R.1.3	Identify **the narrator's point of view and explain the difference between a narrator's point of view and character perspective** in a literary text.
ELA.3.R.1.3	**Explain** different characters' perspectives in a literary text.
ELA.2.R.1.3	Identify **different characters' perspectives in a literary text.**
ELA.1.R.1.3	Explain **who is telling the story using context clues**.
ELA.K.R.1.3	**Explain the roles of author and illustrator of a story.**

R.1.4 Poetry	
ELA.12.R.1.4	**Evaluate works of major poets in their historical context**.
ELA.11.R.1.4	Analyze **ways in which poetry reflects themes and issues of its time period**.
ELA.10.R.1.4	Analyze **how authors create multiple layers of meaning and/or ambiguity** in a poem.
ELA.9.R.1.4	Analyze the **characters**, structures, and **themes of epic poetry**.
ELA.8.R.1.4	Analyze structure, **sound**, **imagery**, and figurative language in poetry.
ELA.7.R.1.4	**Analyze** the impact of various poetic forms on meaning and style.
ELA.6.R.1.4	**Describe the impact of various poetic forms on meaning and style.**
ELA.5.R.1.4	Explain how **figurative language and other poetic elements work together** in a poem.
ELA.4.R.1.4	**Explain how** rhyme and **structure create meaning** in a poem.
ELA.3.R.1.4	Identify **types of poems: free verse, rhymed verse, haiku, and limerick**.
ELA.2.R.1.4	Identify **rhyme schemes** in poems.
ELA.1.R.1.4	Identify **stanzas and line breaks** in poems.
ELA.K.R.1.4	**Identify rhyme in a poem.**

Reading Informational Text

R.2.1 Structure	
ELA.12.R.2.1	Evaluate the structure(s) and features in text(s), **identifying how the author could make the text(s) more effective.**
ELA.11.R.2.1	**Evaluate** the structure(s) and features in texts.
ELA.10.R.2.1	Analyze **the impact of** multiple text structures **and the use of** features in text(s).
ELA.9.R.2.1	Analyze how **multiple text structures** and/or features convey a purpose and/or meaning in texts.
ELA.8.R.2.1	**Analyze** how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.7.R.2.1	Explain how individual text sections and/or features convey **a purpose** in texts.
ELA.6.R.2.1	Explain how **individual text sections** and/or features **convey meaning** in texts.
ELA.5.R.2.1	Explain how text structures and/or features contribute to the **overall** meaning of texts.
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of **problem/solution, sequence, and description** in texts.
ELA.3.R.2.1	Explain how text features contribute to meaning and **identify the text structures of chronology, comparison, and cause/effect** in texts.
ELA.2.R.2.1	**Explain** how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—**contribute to the meaning** of texts.
ELA.1.R.2.1	Use **text features** including titles, headings, **captions, graphs, maps, glossaries,** and/or illustrations to **demonstrate understanding** of texts.
ELA.K.R.2.1	**Use titles, headings, and illustrations to predict and confirm the topic of texts.**

R.2.2 Central Idea	
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying **how the author could make the support more effective**.
ELA.11.R.2.2	Analyze the central idea(s) **of speeches and essays from the Classical Period.**
ELA.10.R.2.2	Analyze the central idea(s) of **historical American speeches and essays.**
ELA.9.R.2.2	**Evaluate** the support an author uses to develop the central idea(s) throughout a text.
ELA.8.R.2.2	**Analyze** two or more central ideas and their development throughout a text.
ELA.7.R.2.2	**Compare two or more** central ideas and their development throughout a text.
ELA.6.R.2.2	**Analyze** the central idea(s), implied or explicit, **and its development throughout** a text.
ELA.5.R.2.2	Explain how relevant details support the **central idea(s)**, implied or explicit.
ELA.4.R.2.2	**Explain** how relevant details support the central idea, **implied or explicit**.
ELA.3.R.2.2	Identify the central idea and **explain how** relevant details **support that idea** in a text.
ELA.2.R.2.2	Identify the **central idea** and relevant details in a text.
ELA.1.R.2.2	Identify the topic of and **relevant** details in a text.
ELA.K.R.2.2	**Identify the topic of and multiple details in a text.**

R.2.3 Author's Purpose and Perspective	
ELA.12.R.2.3	**Evaluate** an author's choices in establishing and achieving purpose(s).
ELA.11.R.2.3	Analyze an author's choices **in establishing and achieving purpose(s) in speeches and essays from the Classical Period.**
ELA.10.R.2.3	Analyze **an author's choices** in establishing and achieving purpose(s) **in historical American speeches and essays.**
ELA.9.R.2.3	**Analyze** how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through **rhetorical appeals and/or figurative language**.
ELA.7.R.2.3	Explain **how an author establishes and achieves purpose(s) through diction and syntax**.
ELA.6.R.2.3	Analyze authors' purpose(s) **in multiple accounts** of the same event or topic.
ELA.5.R.2.3	**Analyze** an author's purpose and/or perspective in an informational text.
ELA.4.R.2.3	Explain an **author's perspective toward a topic** in an informational text.
ELA.3.R.2.3	Explain **the development of** an author's purpose in an informational text.
ELA.2.R.2.3	Explain **an author's purpose** in an informational text.
ELA.1.R.2.3	**Explain similarities and differences between information provided in visuals and words in an informational text.**
This benchmark is not present in kindergarten.	

R.2.4 Argument	
ELA.12.R.2.4	Compare the development of multiple arguments **in related texts,** evaluating the validity of the claims, the authors' reasoning, **use of the same information, and/or the authors' rhetoric.**
ELA.11.R.2.4	Compare the development of **multiple arguments on the same topic**, evaluating the effectiveness and validity of the claims, **the authors' reasoning,** and the ways in which the authors use the same information to achieve different ends.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, **and analyzing the ways in which the authors use the same information to achieve different ends.**
ELA.9.R.2.4	**Compare the development of two opposing arguments on the same topic**, **evaluating the effectiveness and validity of the claims.**
ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, **identifying ways in which the argument could be improved.**
ELA.7.R.2.4	Track the development of an argument, **analyzing** the types of reasoning used **and their effectiveness.**
ELA.6.R.2.4	Track the development of an argument, **identifying the types of reasoning used.**
ELA.5.R.2.4	**Track the development of an argument**, **identifying the specific claim(s), evidence, and reasoning.**
ELA.4.R.2.4	Explain an author's claim and the **reasons and evidence** used to support the claim.
ELA.3.R.2.4	Identify an **author's claim** and explain **how an author uses evidence to support the claim**.
ELA.2.R.2.4	**Explain** an author's opinion(s) **and supporting evidence.**
ELA.1.R.2.4	Identify **an author's** opinion(s) about the topic.
ELA.K.R.2.4	**Explain the difference between opinions and facts about a topic.**

Reading Across Genres

R.3.1 Figurative Language	
ELA.12.R.3.1	**Evaluate** an author's use of figurative language.
ELA.11.R.3.1	Analyze **the author's use of** figurative language and explain examples of **allegory.**
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
ELA.9.R.3.1	Explain how figurative language **creates mood** in text(s).
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of **symbolism** in text(s).
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain **examples of allusions** in text(s).
ELA.6.R.3.1	Explain **how figurative language contributes to tone and meaning** in text(s).
ELA.5.R.3.1	**Analyze** how figurative language contributes to meaning in text(s).
ELA.4.R.3.1	Explain **how figurative language contributes to meaning** in text(s).
ELA.3.R.3.1	Identify and explain **metaphors, personification, and hyperbole** in text(s).
ELA.2.R.3.1	Identify and explain **similes, idioms, and alliteration** in text(s).
ELA.1.R.3.1	Identify and explain descriptive words **and phrases** in text(s).
ELA.K.R.3.1	**Identify and explain descriptive words in text(s).**

R.3.2 Paraphrase and Summarize	
ELA.12.R.3.2	Paraphrase content from grade-level texts.
ELA.11.R.3.2	Paraphrase content from grade-level texts.
ELA.10.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.8.R.3.2	Paraphrase content from grade-level texts.
ELA.7.R.3.2	Paraphrase content from grade-level texts.
ELA.6.R.3.2	**Paraphrase content from grade-level texts.**
ELA.5.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
ELA.4.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. **Include** the central idea and relevant details for an informational text.
ELA.3.R.3.2	**Summarize** a text to enhance comprehension: **a. Include plot and theme for a literary text;** **b.** Use the central idea and relevant details for an informational text.
ELA.2.R.3.2	Retell a text to enhance comprehension: **a. Use main story elements in a logical sequence for a literary text;** **b. Use the central idea and relevant details for an informational text.**
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension: **a. Use main story elements at the beginning, middle, and end for a literary text;** **b.** Use topic and important details for an informational text.
ELA.K.R.3.2	**Retell a text orally to enhance comprehension:** **a. Use main character(s), setting, and important events for a story.** **b. Use topic and details for an informational text.**

R.3.3 Comparative Reading	
ELA.12.R.3.3	**Analyze the influence of classic literature on contemporary world texts.**
ELA.11.R.3.3	Compare and contrast how **contemporaneous authors** address related topics, **comparing the authors' use of reasoning, and analyzing the texts within the context of the time period**.
ELA.10.R.3.3	**Analyze** how mythical, classical, or religious texts have been adapted.
ELA.9.R.3.3	Compare and contrast **the ways in which authors have adapted mythical, classical, or religious texts.**
ELA.8.R.3.3	Compare and contrast **the use or discussion of archetypes** in texts.
ELA.7.R.3.3	Compare and contrast how authors **with differing perspectives address** the same or related topics or **themes.**
ELA.6.R.3.3	Compare and contrast **how authors from different time periods** address the same or **related** topics.
ELA.5.R.3.3	Compare and contrast primary and secondary sources **related** to the same topic.
ELA.4.R.3.3	Compare and contrast **accounts of the same event using primary and/or secondary sources.**
ELA.3.R.3.3	Compare and contrast **how two authors present information** on the same topic or theme.
ELA.2.R.3.3	Compare and contrast **important details presented** by two texts on the same topic **or theme**.
ELA.1.R.3.3	Compare and contrast **two texts on the same topic.**
ELA.K.R.3.3	**Compare and contrast characters' experiences in stories.**

R.3.4 Understanding Rhetoric	
ELA.12.R.3.4	Evaluate **rhetorical choices across multiple texts**.
ELA.11.R.3.4	**Evaluate** an author's use of rhetoric in text.
ELA.10.R.3.4	**Analyze** an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain **an author's use of rhetoric** in a text.
ELA.8.R.3.4	Explain **how an author uses rhetorical devices to support or advance an appeal**.
ELA.7.R.3.4	**Explain the meaning and/or significance of rhetorical devices** in a text.
ELA.6.R.3.4	**Identify rhetorical appeals in a text.**

Communication Standards

Communicating through Writing

C.1.1 Handwriting	
ELA.5.C.1.1	Demonstrate **fluent** and legible cursive writing skills.
ELA.4.C.1.1	Demonstrate **legible cursive** writing skills.
ELA.3.C.1.1	**Write in cursive all upper- and lowercase letters.**
ELA.2.C.1.1	**Demonstrate legible printing skills.**
ELA.1.C.1.1	Print **all** upper- and lowercase letters.
ELA.K.C.1.1	**Print many upper- and lowercase letters.**

C.1.2 Narrative Writing	
ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives **and convey universal themes.**
ELA.11.C.1.2	Write **complex** narratives using **appropriate techniques to establish multiple perspectives.**
ELA.10.C.1.2	Write narratives using an **appropriate pace to create tension, mood, and/or tone.**
ELA.9.C.1.2	Write **narratives using narrative techniques**, varied transitions, and a clearly established point of view.
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, **and a clearly established** point of view.
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, **a recognizable point of view,** precise words and phrases, and figurative language.
ELA.6.C.1.2	Write personal or fictional narratives **using narrative techniques**, **precise words and phrases, and figurative language.**
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an **effective use** of techniques such as **dialogue**, description, and transitional words and phrases.
ELA.4.C.1.2	Write personal or fictional **narratives** using a logical sequence of events and **demonstrating an effective use of techniques** such as descriptions and transitional words and phrases.
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, **appropriate descriptions, dialogue, a variety of transitional words or phrases**, and an ending.
ELA.2.C.1.2	Write **personal or fictional** narratives using a **logical** sequence of events, **transitions, and an ending.**
ELA.1.C.1.2	**Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.**
ELA.K.C.1.2	**Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.**

C.1.3 Argumentative Writing	
ELA.12.C.1.3	Write **arguments** to support claims **based on an in-depth analysis** of topics or texts, **using valid reasoning** and credible evidence from sources, elaboration, and demonstrating a **thorough understanding of the subject.**
ELA.11.C.1.3	Write **literary analyses** to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.
ELA.10.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining **a formal and objective** tone.
ELA.9.C.1.3	Write to argue a position, supporting **claims** using logical reasoning and credible evidence from multiple sources, rebutting **counterclaims** with **relevant evidence**, using a logical organizational structure, elaboration, **purposeful transitions**, and **a tone appropriate to the task**.
ELA.8.C.1.3	Write **to argue a position**, supporting at least one claim and **rebutting at least one counterclaim** with logical reasoning, **credible** evidence from multiple sources, elaboration, and using a logical organizational structure.

C.1.3 Argumentative Writing	
ELA.7.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration, a logical organizational structure with varied transitions, **and acknowledging at least one counterclaim.**
ELA.6.C.1.3	Write **and support a claim using logical reasoning,** relevant evidence from multiple sources, elaboration, and a logical organizational structure with varied transitions.
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, **relevant** evidence from sources, elaboration, and an organizational structure with **varied** transitions.
ELA.4.C.1.3	Write **to make a claim supporting a perspective with logical reasons, using evidence from** multiple sources, **elaboration, and an organizational structure** with transitions.
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from **one or more** sources, use transitions, and provide a conclusion.
ELA.2.C.1.3	Write opinions about a topic or text **with reasons supported by details** from a source, **use transitions, and provide a conclusion.**
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason **from a source and a sense of closure.**
ELA.K.C.1.3	**Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.**

C.1.4 Expository Writing	
ELA.12.C.1.4	Write **an in-depth** analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a **thorough** understanding of the subject**.**
ELA.11.C.1.4	Write **an analysis of complex texts** using logical organization and a tone and voice appropriate to the task and audience, **demonstrating an understanding of the subject**.
ELA.10.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and **voice** appropriate to the task.
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and **a tone appropriate to the task**.
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, **and varied purposeful** transitions.
ELA.7.C.1.4	Write expository texts to **explain and analyze** information from multiple sources, **using relevant supporting details** and a logical organizational pattern.
ELA.6.C.1.4	Write expository texts **to explain and/or analyze information** from multiple sources, using a **logical** organizational structure, relevant elaboration, and varied transitions.
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, **relevant** elaboration, and **varied** transitions.
ELA.4.C.1.4	Write expository texts about a topic, using **multiple sources**, **elaboration**, and an **organizational structure** with transitions.
ELA.3.C.1.4	Write expository texts about a topic, **using one or more sources**, providing an introduction, facts **and details, some elaboration**, transitions, and a conclusion.
ELA.2.C.1.4	Write expository texts about a topic, using a source, **providing an introduction**, facts, **transitions**, **and a conclusion.**
ELA.1.C.1.4	**Write expository texts** about a topic, **using a source, providing facts and a sense of closure.**
ELA.K.C.1.4	**Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.**

C.1.5 Improving Writing	
ELA.12.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to **enhance purpose**, clarity, structure, and style.
ELA.11.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to **improve clarity, structure, and style**.
ELA.10.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to **address the needs of a specific audience.**
ELA.9.C.1.5	Improve writing by considering feedback from adults, peers, and/or **online editing tools**, revising for clarity and cohesiveness.
ELA.8.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and **revising for clarity and cohesiveness**.
ELA.7.C.1.5	Improve writing by planning, revising, and editing, considering feedback from adults and peers.
ELA.6.C.1.5	Improve writing by planning, revising, and editing**, considering** feedback from adults and peers.
ELA.5.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.3.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
ELA.2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults **and feedback from peers**.
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.
ELA.K.C.1.5	**With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.**

Communicating Orally

C.2.1 Oral Presentation	
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
ELA.11.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence, while **employing effective rhetorical devices where appropriate.**
ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.9.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, **creating a clear perspective.**
ELA.8.C.2.1	Present information orally, in a logical sequence, **supporting the central idea with credible evidence.**
ELA.7.C.2.1	Present information orally, in a logical sequence, **emphasizing key points that support the central idea.**
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, **and appropriate pacing.**

C.2.1 Oral Presentation	
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1	Present information orally, **in a logical sequence, using nonverbal cues**, appropriate volume, and clear pronunciation.
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume, **and clear pronunciation.**
ELA.1.C.2.1	Present information orally using complete sentences **and appropriate volume.**
ELA.K.C.2.1	**Present information orally using complete sentences.**

Conventions
See Conventions Progression Chart

Researching

C.4.1 Researching and Using Information	
ELA.12.C.4.1	Conduct research **on a topical issue** to answer a question and synthesize information **from a variety of sources.**
ELA.11.C.4.1	**Conduct literary** research to answer a question, refining the scope of the question **to align with interpretations of texts and** synthesizing information **from primary and secondary sources.**
ELA.10.C.4.1	Conduct research to answer a question, refining the scope of the question to align with findings **and synthesizing information** from multiple reliable and valid sources.
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources **and refining the scope of the question to align with findings.**
ELA.8.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
ELA.7.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources **and generating additional questions for further research.**
ELA.6.C.4.1	Conduct research to answer a question, **drawing** on multiple reliable and valid sources **and refocusing the inquiry when appropriate.**
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple **reliable** and valid sources.
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple **valid** sources.
ELA.3.C.4.1	**Conduct** research to answer a question, **organizing information about the topic** from multiple sources.
ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic **using multiple sources.**
ELA.1.C.4.1	**Participate in research** to gather information to answer a question about a single topic.
ELA.K.C.4.1	**Recall information to answer a question about a single topic.**

Creating and Collaborating

C.5.1 Multimedia	
ELA.12.C.5.1	**Design and evaluate digital presentations for effectiveness.**
ELA.11.C.5.1	Create digital presentations **to improve the experience of the audience.**
ELA.10.C.5.1	Create digital presentations **to improve understanding of findings, reasoning, and evidence.**
ELA.9.C.5.1	**Create digital presentations with coherent ideas and a clear perspective.**
ELA.8.C.5.1	Integrate diverse digital media **to emphasize the relevance of a topic or idea** in oral or written tasks**.**
ELA.7.C.5.1	Integrate diverse digital media **to build cohesion** in oral or written tasks.
ELA.6.C.5.1	**Integrate diverse** digital media to enhance audience **engagement** in oral or written tasks.
ELA.5.C.5.1	Arrange multimedia elements to create emphasis **and/or clarity** in oral or written tasks.
ELA.4.C.5.1	**Arrange** multimedia elements **to create emphasis** in oral or written tasks.
ELA.3.C.5.1	Use **two or more** multimedia elements to enhance oral or written tasks.
ELA.2.C.5.1	Use **one or more** multimedia element(s) to enhance oral or written tasks.
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
ELA.K.C.5.1	**Use a multimedia element to enhance oral or written tasks.**

C.5.2 Technology in Communication	
ELA.12.C.5.2	Create, **publish**, and share **multimedia texts through a variety of digital formats.**
ELA.11.C.5.2	Create and export quality writing tailored to a specific audience, integrating multimedia elements, **publishing to an online or LAN site.**
ELA.10.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, **integrating multimedia elements.**
ELA.9.C.5.2	**Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.**
ELA.8.C.5.2	Use **a variety of** digital tools **to collaborate with others to produce writing**.
ELA.7.C.5.2	Use digital tools to produce **and share writing**.
ELA.6.C.5.2	Use digital tools **to produce writing.**
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.3.C.5.2	Use digital writing tools individually **or collaboratively to plan, draft, and revise writing.**
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.C.5.2	**Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.**

Vocabulary

Finding Meaning

V.1.1 Academic Vocabulary	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.6.V.1.1	**Integrate academic vocabulary appropriate to grade level in speaking and writing.**
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.K.V.1.1	**Use grade-level academic vocabulary appropriately in speaking and writing.**

V.1.2 Morphology	
ELA.12.V.1.2	Apply knowledge of etymology, derivations, and **commonly used foreign phrases** to determine meanings of words and phrases in grade-level content.
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.9.V.1.2	Apply knowledge of **etymology and derivations** to determine meanings of words and phrases in grade-level content.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, **recognizing the connection between affixes and parts of speech,** to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.3.V.1.2	Identify and **apply knowledge of common Greek and Latin roots**, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.2	Identify and use base words and **affixes to determine the meaning of unfamiliar words** in grade-level content.
ELA.1.V.1.2	**Identify and use frequently occurring base words and their common inflections in grade-level content.**
ELA.K.V.1.2	**Ask and answer questions about unfamiliar words in grade-level content.**

V.1.3 Context and Connotation	
ELA.12.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.11.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.10.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.9.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.7.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.6.V.1.3	**Apply** knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the **connotative and denotative** meaning of words and phrases, appropriate to grade level.
ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.3.V.1.3	Use context clues, **figurative language**, word relationships, reference materials, and/or background knowledge to determine **the meaning of multiple-meaning** and unknown words **and phrases, appropriate to grade level.**
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.1.V.1.3	Identify and **use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.**
ELA.K.V.1.3	**Identify and sort common words into basic categories, relating vocabulary to background knowledge.**

Kindergarten

"Oh, magic hour, when a child first knows she can read printed words!" – Betty Smith

Instruction at this grade level should be characterized by a focus on explicit and systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Foundational Skills

ELA.K.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.

a. Locate a printed word on a page.
b. Distinguish letters from words within sentences.
c. Match print to speech to demonstrate that language is represented by print.
d. Identify parts of a book (front cover, back cover, title page).
e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
f. Identify all upper- and lowercase letters of the alphabet.
g. Recognize that print conveys specific meaning and pictures may support meaning.

Benchmark Clarifications:

Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

Phonological Awareness

ELA.K.F.1.2: Demonstrate phonological awareness.

a. Blend and segment syllables in spoken words.
b. Identify and produce alliterative and rhyming words.
c. Blend and segment onset and rimes of single-syllable words.
d. Identify the initial, medial, and final sound of spoken words.
e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
f. Segment and blend phonemes in single-syllable spoken words.

Benchmark Clarifications:

Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

Phonics and Word Analysis

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

a. Demonstrate knowledge of the most frequent sound for each consonant.
b. Demonstrate knowledge of the short and long sounds for the five major vowels.
c. Decode consonant-vowel-consonant (CVC) words.
d. Encode consonant-vowel-consonant (CVC) words.

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Fluency

ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.

Benchmark Clarifications:

Clarification 1: See Dolch and Fry word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Reading

ELA.K.R.1 Reading Prose and Poetry

Literary Elements

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

Benchmark Clarifications:

Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

Clarification 2: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Clarification 3: Descriptions can be oral, either in response to a question or through discussion.

Perspective and Point of View

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

Benchmark Clarifications:
Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' *Hop on Pop* where Dr. Seuss performs both roles.
Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.

Poetry

ELA.K.R.1.4: Identify rhyme in a poem.

Benchmark Clarifications:
Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.
Clarification 2: Students will also note where the rhyme is coming, e.g., at the end of a line.

ELA.K.R.2 Reading Informational Text

Structure

ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.

Benchmark Clarifications:
Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.

Central Idea

ELA.K.R.2.2: Identify the topic of and multiple details in a text.

Benchmark Clarifications:
Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, *Why Should I Recycle?,* is recycling.

Argument

ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.

Benchmark Clarifications:
Clarification 1: Students will explain which statements are fact and which are opinion within a text.
Clarification 2: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.
*Example: "*Dogs need food and water to survive" is a fact. It can be proven to be true.
"Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.

ELA.K.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.K.R.3.1: Identify and explain descriptive words in text(s).

Benchmark Clarifications:
Clarification 1: Students will explain examples of descriptive words in text and how they add meaning.
Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.

Paraphrasing and Summarizing

ELA.K.R.3.2: Retell a text orally to enhance comprehension:

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

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.K.R.3.3: Compare and contrast characters' experiences in stories.

Benchmark Clarifications:
Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

Communication

ELA.K.C.1 Communicating Through Writing

Handwriting

ELA.K.C.1.1: Print many upper- and lowercase letters.

Benchmark Clarifications:
Clarification 1: Students should attend to spacing between letters.
Clarification 2: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not "a" or "A" has not mastered the benchmark.

Narrative Writing

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

Benchmark Clarifications:
Clarification 1: The product can be written, drawn, dictated, or a combination of all.
Clarification 2: See Writing Types.

Argumentative Writing
ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

Benchmark Clarifications:
Clarification 1: The product can be written, oral, drawn, dictated, or a combination of all.
Clarification 2: See Writing Types.

Expository Writing
ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

Benchmark Clarifications:
Clarification 1: The product can be written, drawn, dictated, or a combination of all.
Clarification 2: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.
Clarification 3: See Writing Types.

Improving Writing
ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.

Benchmark Clarifications:
Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

ELA.K.C.2 Communicating Orally

Oral Presentation
ELA.K.C.2.1: Present information orally using complete sentences.

Benchmark Clarifications:
Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.

ELA.K.C.3 Following Conventions

Conventions

ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Begin each sentence with a capital letter and use ending punctuation.
- Capitalize the days of the week, the months of the year, and the pronoun I.
- Form regular plural nouns orally by adding /s/ or /es/.
- Use interrogatives to ask questions.

Skills to be implemented but not yet mastered are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.K.C.4 Researching

Researching and Using Information

ELA.K.C.4.1: Recall information to answer a question about a single topic.

ELA.K.C.5 Creating and Collaborating

Multimedia

ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.

Vocabulary

ELA.K.V.1 Finding Meaning

Academic Vocabulary

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

Context and Connotation

ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Sample texts by benchmark

	ELA.K. R.1.1	ELA.K. R.1.3	ELA.K. R.1.4	ELA.K. R.2.1	ELA.K. R.2.2	ELA.K. R.2.4	ELA.K. R.3.1	ELA.K. R.3.2	ELA.K. R.3.3
	Describe the main character(s), setting, and important events in a story.	Explain the roles of author and illustrator of a story.	Identify rhyme in a poem.	Use titles, headings, and illustrations to predict and confirm the topic of texts.	Identify the topic of and multiple details in a text.	Explain the difference between opinions and facts about a topic.	Identify and explain descriptive words in text(s).	Retell a text orally to enhance comprehension	Compare and contrast characters' experiences in stories.
"At the Seaside" by Robert Louis Stevenson			•					•	
"The Clock" - a Mother Goose Poem by Unknown			•				•	•	
A Mother for Choco by Keiko Kasza	•	•						•	•
Brown Bear, Brown Bear by Bill Martin Jr.		•	•				•	•	
Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault			•					•	
Corduroy by Don Freeman	•	•						•	•
Curious George by H.A Rey	•	•					•	•	•
Hop on Pop by Dr. Seuss		•	•					•	
I am Jackie Robinson by Brad Meltzer				•	•	•		•	•
Mission to Space by John Herrington				•	•	•		•	•
Now We Are Six by A.A. Milne			•					•	
On a Farm by Alexa Andrews				•	•			•	

	ELA.K. R.1.1	ELA.K. R.1.3	ELA.K. R.1.4	ELA.K. R.2.1	ELA.K. R.2.2	ELA.K. R.2.4	ELA.K. R.3.1	ELA.K. R.3.2	ELA.K. R.3.3
	Describe the main character(s), setting, and important events in a story.	Explain the roles of author and illustrator of a story.	Identify rhyme in a poem.	Use titles, headings, and illustrations to predict and confirm the topic of texts.	Identify the topic of and multiple details in a text.	Explain the difference between opinions and facts about a topic.	Identify and explain descriptive words in text(s).	Retell a text orally to enhance comprehension	Compare and contrast characters' experiences in stories.
Red is Best by Kathy Stinson	•							•	•
Rumble in the Jungle by Giles Andreae			•					•	
Swimmy by Leo Lionni	•	•					•	•	•
The Bald Eagle by Norman Pearl	•	•		•	•	•	•	•	
The Carrot Seed by Ruth Krauss and Crockett Johnson	•	•						•	•
The Sky Painter: Louis Guertes, Bird Artist by Margarita Engle				•	•	•	•	•	•
The Very First Americans by Cara Ashrose				•	•	•	•	•	•
Two Ways to Count to Ten: A Liberian Folktale by Ruby Dee	•	•					•	•	•
Wandering Whale Sharks by Susumu Shingu				•	•	•	•	•	
We Have a Little Garden by Beatrix Potter			•				•	•	
Where the Wild Things Are by Maurice Sendak	•	•						•	•

1st Grade

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

Students will continue to receive instruction in recognizing grapheme-phoneme correspondences, and they will begin decoding and encoding longer words. There is a greater focus on finding meaning in text. Students are able to identify which details are more important, a beginning step in identifying relevancy. They are also including a sense of closure in their writing.

Foundational Skills

ELA.1.F.1 Learning and Applying Foundational Reading Skills

Print Concepts

ELA.1.F.1.1: Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

Phonological Awareness

ELA.1.F.1.2: Demonstrate phonological awareness.

a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
c. Blend single-syllable spoken words with at least five phonemes.
d. Segment single-syllable spoken words with at least five phonemes.
e. Segment and blend phonemes in multi-syllable spoken words.

Benchmark Clarifications:

Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

Phonics and Word Analysis

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
b. Decode simple words with r-controlled vowels.
c. Decode and encode regularly spelled one-syllable words.
d. Decode words with inflectional endings.
e. Decode two-syllable words with regular patterns by breaking the words into syllables.
f. Decode words that use final –e and vowel teams to make long-vowel sound.

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Fluency

ELA.1.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

a. Recognize and read with automaticity the grade-level sight words.

Benchmark Clarifications:

Clarification 1: See Dolch and Fry word lists.

Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.

Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

ELA.1.R.1 Reading Prose and Poetry

Literary Elements

ELA.1.R.1.1: Identify and describe the main story elements in a story.

Benchmark Clarifications:

Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Theme

ELA.1.R.1.2: Identify and explain the moral of a story.

Benchmark Clarifications:

Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

Perspective and Point of View

ELA.1.R.1.3: Explain who is telling the story using context clues.

Benchmark Clarifications:

Clarification 1: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.

Poetry
ELA.1.R.1.4: Identify stanzas and line breaks in poems.

Benchmark Clarifications:
Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.

ELA.1.R.2 Reading Informational Text

Structure
ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

Central Idea
ELA.1.R.2.2: Identify the topic of and relevant details in a text.

Purpose and Perspective
ELA.1.R.2.3: Explain similarities and differences between information provided in visuals and words in an informational text.

Benchmark Clarifications:
Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.
Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

Argument
ELA.1.R.2.4: Identify an author's opinion(s) about the topic.

ELA.1.R.3 Reading Across Genres

Interpreting Figurative Language
ELA.1.R.3.1: Identify and explain descriptive words and phrases in text(s).

Benchmark Clarifications:
Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.

Paraphrasing and Summarizing
ELA.1.R.3.2: Retell a text in oral or written form to enhance comprehension.
a. Use main story elements at the beginning, middle, and end for a literary text.
b. Use topic and important details for an informational text.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.1.R.3.3: Compare and contrast two texts on the same topic.

Benchmark Clarifications:
Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

Communication

ELA.1.C.1 Communicating Through Writing

Handwriting
ELA.1.C.1.1: Print all upper- and lowercase letters.

Benchmark Clarifications:
Clarification 1: Students should have adequate spacing between letters and/or words.

Narrative Writing
ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Argumentative Writing
ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Expository Writing
ELA.1.C.1.4: Write expository texts about a topic, using a source, providing facts and a sense of closure.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.1.C.1.5: With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.

Benchmark Clarifications:
Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

ELA.1.C.2 Communicating Orally

Oral Presentation

ELA.1.C.2.1: Present information orally using complete sentences and appropriate volume.

Benchmark Clarifications:

Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.

ELA.1.C.3 Following Conventions

Conventions

ELA.1.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

Skills to be implemented but not yet mastered are as follows:

- Form plurals -y to -ies.
- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.1.C.4 Researching

Researching and Using Information

ELA.1.C.4.1: Participate in research to gather information to answer a question about a single topic.

Benchmark Clarifications:

Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.

ELA.1.C.5 Creating and Collaborating

Multimedia

ELA.1.C.5.1: Use a multimedia element to enhance oral or written tasks.

Benchmark Clarifications:
Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.
At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.

Technology in Communication

ELA.1.C.5.2: Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

Vocabulary

ELA.1.V.1 Finding Meaning

Academic Vocabulary

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:
Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

Benchmark Clarifications:
Clarification 1: See Base Words for frequently occurring base words.
Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.
Example: Regular verbs add the inflectional ending -ed to indicate the past tense.

Context and Connotation

ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:
Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
Clarification 2: See Context Clues and Word Relationships.

Sample texts by benchmark

	ELA.1.R.1.1	ELA.1.R.1.2	ELA.1.R.1.3	ELA.1.R.1.4	ELA.1.R.2.1	ELA.1.R.2.2	ELA.1.R.2.3	ELA.1.R.2.4	ELA.1.R.3.1	ELA.1.R.3.2	ELA.1.R.3.3
	Identify and describe the main story elements in a story.	Identify and explain the moral of a story.	Explain who is telling the story using context clues.	Identify stanzas and line breaks in poems.	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	Identify the topic of and relevant details in a text.	Explain similarities and differences between information provided in visuals and words in an informational text.	Identify an author's opinion(s) about the topic.	Identify and explain descriptive words and phrases in text(s).	Retell a text in oral or written form to enhance comprehension.	Compare and contrast two texts on the same topic.
"Daffodowndilly" by A.A. Milne				●					●	●	
"Eletelephony" by Laura Richards				●					●	●	
A Picture Book of Benjamin Franklin by David Adler					●	●	●	●		●	●
Chickens Don't Fly by Laura Lyn Disiena					●	●	●		●	●	●
Clifford the Big Red Dog by Norman Bridwell	●	●	●						●	●	
Danny and the Dinosaur by Syd Hoff	●	●	●						●	●	
Drum Dream Girl by Margarita Engle	●	●	●					●		●	
Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino					●	●	●		●	●	●
From Seed to Pumpkin by Wendy Pfeffer					●	●	●		●	●	●
How People Learned to Fly by Fran Hodgkins					●	●	●			●	●
I Am Enough by Grace Byers	●	●	●						●	●	
I am Helen Keller by Brad Meltzer					●	●	●			●	●
I Wonder by Tana Hoban					●	●	●			●	●
Keep a Poem in Your Pocket by Beatrice Schenk de Regniers				●					●	●	
Madeline by Ludwig Bemelmans	●								●	●	

	ELA.1.R.1.1	ELA.1.R.1.2	ELA.1.R.1.3	ELA.1.R.1.4	ELA.1.R.2.1	ELA.1.R.2.2	ELA.1.R.2.3	ELA.1.R.2.4	ELA.1.R.3.1	ELA.1.R.3.2	ELA.1.R.3.3
	Identify and describe the main story elements in a story.	Identify and explain the moral of a story.	Explain who is telling the story using context clues.	Identify stanzas and line breaks in poems.	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	Identify the topic of and relevant details in a text.	Explain similarities and differences between information provided in visuals and words in an informational text.	Identify an author's opinion(s) about the topic.	Identify and explain descriptive words and phrases in text(s).	Retell a text in oral or written form to enhance comprehension.	Compare and contrast two texts on the same topic.
My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz by Monica Brown					●	●	●	●	●	●	
Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta					●	●	●			●	●
Police Officers by Paulette Bourgeois					●	●	●			●	●
Put Me in the Zoo by Robert Lopshire	●		●							●	
The Slug by Elise Gravel					●	●	●			●	●
The Tale of Peter Rabbit by Beatrix Potter	●	●	●						●	●	
The Three Little Pigs by James Halliwell-Phillipps	●	●							●	●	●
The Tortoise and the Hare by Aesop	●	●							●	●	●
The Ugly Duckling by Hans Christian Andersen	●	●							●	●	●
The Velveteen Rabbit by Margery Williams	●	●	●						●	●	
The White House by Lloyd Douglas					●	●	●			●	●
Tooth By Tooth: Comparing Fangs, Tusks, and Chompers by Sara Levine					●	●	●			●	●

2nd Grade

"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo

Students should have mastered print concepts and phonological awareness. The foundational skills emphasized at this grade level are phonics and fluency. The concept of theme is introduced in 2nd grade, building on the finding of a moral from 1st grade. Author's purpose is introduced for informational text. Students are now printing legibly and writing narratives that include transitional words.

Foundational Skills

ELA.2.F.1 Applying Foundational Reading Skills

Phonics and Word Analysis

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
b. Decode regularly spelled two-syllable words with long and short vowels.
c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
d. Decode words with common prefixes and suffixes.
e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).

Benchmark Clarifications:
Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Fluency

ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:
Clarification 1: See Dolch and Fry word lists.
Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflectthe punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics forprosody.
Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

ELA.2.R.1 Reading Prose and Poetry

Literary Elements

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

Benchmark Clarifications:
Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.
Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.
Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.

Theme

ELA.2.R.1.2: Identify and explain a theme of a literary text.

Perspective and Point of View

ELA.2.R.1.3: Identify different characters' perspectives in a literary text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

ELA.2.R.1.4: Identify rhyme schemes in poems.

Benchmark Clarifications:
Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.

Examples:

I never saw a Purple Cow, A I never hope to see one; B But I can tell you, anyhow, A I'd rather see than be one! B –Gelett Burgess	Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C Who sat down beside her C And frightened Miss Muffet away. B –Traditional Nursery Rhyme

ELA.2.R.2 Reading Informational Text

Structure

ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.

Central Idea
ELA.2.R.2.2: Identify the central idea and relevant details in a text.

Purpose and Perspective
ELA.2.R.2.3: Explain an author's purpose in an informational text.

Argument
ELA.2.R.2.4: Explain an author's opinion(s) and supporting evidence.

ELA.2.R.3 Reading Across Genres

Interpreting Figurative Language
ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).

Paraphrasing and Summarizing
ELA.2.R.3.2: Retell a text to enhance comprehension.
a. Use main story elements in a logical sequence for a literary text.
b. Use the central idea and relevant details for an informational text.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.

Benchmark Clarifications:
Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.
Clarification 2: The different versions may be of the same or different formats.

Communication

ELA.2.C.1 Communicating Through Writing

Handwriting
ELA.2.C.1.1: Demonstrate legible printing skills.

Narrative Writing
ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Argumentative Writing
ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Expository Writing
ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Benchmark Clarifications:
Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

ELA.2.C.2 Communicating Orally

Oral Presentation
ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.

Benchmark Clarifications:
Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.
Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

ELA.2.C.3 Following Conventions

Conventions

ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Form plurals -y to -ies.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

Skills to be implemented but not yet mastered are as follows:

- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.
- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.
- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.2.C.4 Researching

Researching and Using Information

ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.

ELA.2.C.5 Creating and Collaborating

Multimedia

ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.

Technology in Communication
ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.

Vocabulary

ELA.2.V.1 Finding Meaning

Academic Vocabulary
ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:
Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology
ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:
Clarification 1: See Base Words.

Context and Connotation
ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Benchmark Clarifications:
Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.
Clarification 2: See Context Clues and Word Relationships.

Sample texts by benchmark

	ELA.2.R.1.1	ELA.2.R.1.2	ELA.2.R.1.3	ELA.2.R.1.4	ELA.2.R.2.1	ELA.2.R.2.2	ELA.2.R.2.3	ELA.2.R.2.4	ELA.2.R.3.1	ELA.2.R.3.2	ELA.2.R.3.3
	Identify plot structure and describe main story elements in a literary text.	Identify and explain a theme of a literary text.	Identify different characters' perspectives in a literary text.	Identify rhyme schemes in poems.	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	Identify the central idea and relevant details in a text.	Explain an author's purpose in an informational text.	Explain an author's opinion(s) and supporting evidence.	Identify and explain similes, idioms, and alliteration in text(s).	Retell a text to enhance comprehension.	Compare and contrast important details presented by two texts on the same topic or theme.
"Gathering Leaves" by Robert Frost		●		●						●	
"The Crocodile" by Lewis Carroll		●		●						●	
"The Fieldmouse" by Cecil Frances Alexander		●		●						●	
"The Swing" by Robert Louis Stevenson		●		●						●	●
A More Perfect Union: The Story of Our Constitution by Betsy Maestro					●	●	●	●		●	●
Bears on Hemlock Mountain by Alice Dalgliesh	●	●	●							●	
Bee Dance by Rick Chrustowski					●	●	●			●	●
Eleanor by Barbara Cooney					●	●	●	●		●	
Father of the Constitution: A Story about James Madison by Barbara Mitchell					●	●	●			●	
Four Famished Foxes and Fosdyke by Pamela Duncan	●	●	●						●	●	
Give Bees a Chance by Bethany Barton					●	●	●	●		●	●
In a Pickle and other Funny Idioms by Marvin Terban					●				●		
Living or Nonliving? by Kelli Hicks					●	●	●			●	●

	ELA.2.R.1.1	ELA.2.R.1.2	ELA.2.R.1.3	ELA.2.R.1.4	ELA.2.R.2.1	ELA.2.R.2.2	ELA.2.R.2.3	ELA.2.R.2.4	ELA.2.R.3.1	ELA.2.R.3.2	ELA.2.R.3.3
	Identify plot structure and describe main story elements in a literary text.	Identify and explain a theme of a literary text.	Identify different characters' perspectives in a literary text.	Identify rhyme schemes in poems.	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.	Identify the central idea and relevant details in a text.	Explain an author's purpose in an informational text.	Explain an author's opinion(s) and supporting evidence.	Identify and explain similes, idioms, and alliteration in text(s).	Retell a text to enhance comprehension.	Compare and contrast important details presented by two texts on the same topic or theme.
Mango, Abuela, and Me by Meg Medina	●	●	●							●	
One Morning in Maine by Robert McCloskey	●	●	●							●	
Seven Blind Mice by Ed Young	●	●	●							●	
Susan B. Anthony: Fighter for Freedom and Equality by Suzanne Slade					●	●	●	●		●	
The Coastal Dune Drama: Bob, the Gopher Tortoise by Katherine Seeds Nash	●				●					●	
The Congress of the United States by Christine Taylor-Butler					●	●	●	●		●	
The Gingerbread Man by Jim Aylesworth	●	●	●	●					●	●	●
The Patchwork Quilt by Valerie Flournoy	●	●	●							●	
The Runaway Piggy by James Luna	●	●	●	●					●	●	●
Vote! by Eileen Christelow					●	●	●			●	
Wanted Dead or Alive: The True Story of Harriet Tubman by Ann McGovern					●	●	●	●		●	●
We the Kids: The Preamble of the Constitution of the United States by David Catrow					●	●		●		●	
Winnie the Pooh by A.A. Milne	●	●	●						●	●	

3rd Grade

"Reading is a basic tool in the living of a good life." – Mortimer J. Adler

In 3rd grade, foundational reading skills are still a focus. Reading comprehension becomes a primary focus at this grade level. Students are learning how all of the elements of a text work together to create meaning and how that meaning develops in the text. Students are beginning to write in cursive and experiment with dialogue in their narrative writing. Students are doing their own research, either independently or with teacher-provided materials.

Foundational Skills

ELA.3.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
c. Decode multisyllabic words.

Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.
Clarification 2: See Affixes and the Parts of Speech They Form.

Fluency

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:
Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

ELA.3.R.1 Reading Prose and Poetry

Literary Elements

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

Benchmark Clarifications:
Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

Theme
ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

Perspective and Point of View
ELA.3.R.1.3: Explain different characters' perspectives in a literary text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry
ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.

Benchmark Clarifications:
Clarification 1: For examples of these forms, see Appendix B.

ELA.3.R.2 Reading Informational Text

Structure
ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

Central Idea
ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

Purpose and Perspective
ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

Argument
ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

ELA.3.R.3 Reading Across Genres

Interpreting Figurative Language
ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).

Benchmark Clarifications:
Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.
Clarification 2: See Elementary Figurative Language.

Paraphrasing and Summarizing
ELA.3.R.3.2: Summarize a text to enhance comprehension.
a. Include plot and theme for a literary text.
b. Use the central idea and relevant details for an informational text.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

Communication

ELA.3.C.1 Communicating Through Writing

Handwriting
ELA.3.C.1.1: Write in cursive all upper- and lowercase letters.

Narrative Writing
ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Argumentative Writing
ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Expository Writing
ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Improving Writing
ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Benchmark Clarifications:
Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

ELA.3.C.2 Communicating Orally

Oral Presentation

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Benchmark Clarifications:

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.

Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

ELA.3.C.3 Following Conventions

Conventions

ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.
- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.

Skills to be implemented but not yet mastered are as follows:

- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use conjunctions.
- Use principal modals to indicate the mood of a verb.
- Use appositives, main clauses, and subordinate clauses.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.3.C.4 Researching

Researching and Using Information

ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple sources.

Benchmark Clarifications:
Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.3.C.5 Creating and Collaborating

Multimedia

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

Benchmark Clarifications:
Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

Technology in Communication

ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Vocabulary

ELA.3.V.1 Finding Meaning

Academic Vocabulary

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:
Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

Context and Connotation

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.3.R.3.1 and Elementary Figurative Language.

Sample texts by benchmark

	ELA.3.R.1.1	ELA.3.R.1.2	ELA.3.R.1.3	ELA.3.R.1.4	ELA.3.R.2.1	ELA.3.R.2.2	ELA.3.R.2.3	ELA.3.R.2.4	ELA.3.R.3.1	ELA.3.R.3.2	ELA.3.R.3.3
	Explain how one or more characters develop throughout the plot in a literary text.	Explain a theme and how it develops, using details, in a literary text.	Explain different characters' perspectives in a literary text.	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Identify the central idea and explain how relevant details support that idea in a text.	Explain the development of an author's purpose in an informational text.	Identify an author's claim and explain how an author uses evidence to support the claim.	Identify and explain metaphors, personification, and hyperbole in text(s).	Summarize a text to enhance comprehension.	Compare and contrast how two authors present information on the same topic or theme.
"My Doggy Ate My Essay" by Darren Sardelli	•			•					•	•	
"There was an Old Man with a Flute" by Edward Lear				•						•	
"Toward Those Short Trees" by Masaoka Shiki				•						•	
Tula ["Books are Door-shaped"] by Margarita Engle	•	•		•					•	•	
Abraham Lincoln: A Life of Honesty by Tonya Leslie					•	•	•			•	•
Charlotte's Web by E.B. White	•	•	•							•	•
Flight by Robert Burleigh					•	•	•			•	
Frederick Douglass Fights for Freedom by Margaret Davidson					•	•	•	•		•	
Honest Abe Lincoln by David A. Adler					•	•	•			•	•
If You Traveled on the Underground Railroad by Ellen Levine					•	•	•			•	

	ELA.3.R.1.1	ELA.3.R.1.2	ELA.3.R.1.3	ELA.3.R.1.4	ELA.3.R.2.1	ELA.3.R.2.2	ELA.3.R.2.3	ELA.3.R.2.4	ELA.3.R.3.1	ELA.3.R.3.2	ELA.3.R.3.3
	Explain how one or more characters develop throughout the plot in a literary text.	Explain a theme and how it develops, using details, in a literary text.	Explain different characters' perspectives in a literary text.	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Identify the central idea and explain how relevant details support that idea in a text.	Explain the development of an author's purpose in an informational text.	Identify an author's claim and explain how an author uses evidence to support the claim.	Identify and explain metaphors, personification, and hyperbole in text(s).	Summarize a text to enhance comprehension.	Compare and contrast how two authors present information on the same topic or theme.
Matilda by Roald Dahl	•	•	•							•	
Miracle on 133rd Street by Sonia Manzano	•	•	•							•	
Moonshot: The Flight of Apollo 11 by Brian Floca					•	•	•			•	•
Pablo Neruda: Poet of the People by Monica Brown	•	•	•							•	
Pippi Longstocking by Astrid Lindgren	•	•	•						•	•	•
Revolutionary Friends: General George Washington and the Marquis de Lafayette by Selene Castrovilla					•	•	•			•	
Rosa Parks by Eloise Greenfield					•	•	•	•		•	
Sarah, Plain and Tall by Patricia MacLachlan	•	•	•						•	•	•
Stuart Little by E.B. White	•	•	•						•	•	•
The Boxcar Children by Gertrude Chandler Warner	•	•	•							•	•
The Children's Book of Virtues by William Bennett	•		•	•					•	•	•

	ELA.3.R.1.1	ELA.3.R.1.2	ELA.3.R.1.3	ELA.3.R.1.4	ELA.3.R.2.1	ELA.3.R.2.2	ELA.3.R.2.3	ELA.3.R.2.4	ELA.3.R.3.1	ELA.3.R.3.2	ELA.3.R.3.3
	Explain how one or more characters develop throughout the plot in a literary text.	Explain a theme and how it develops, using details, in a literary text.	Explain different characters' perspectives in a literary text.	Identify types of poems: free verse, rhymed verse, haiku, and limerick.	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	Identify the central idea and explain how relevant details support that idea in a text.	Explain the development of an author's purpose in an informational text.	Identify an author's claim and explain how an author uses evidence to support the claim.	Identify and explain metaphors, personification, and hyperbole in text(s).	Summarize a text to enhance comprehension.	Compare and contrast how two authors present information on the same topic or theme.
The Little Prince by Antoine de Saint-Exupery	•	•	•							•	•
The Real McCoy: The Life of an African-American Inventor by Wendy Towle					•	•	•			•	
The Whipping Boy by Sid Fleischman	•	•	•						•	•	•
The Wonderful Wizard of Oz by Frank Baum	•	•	•						•	•	•
To the Moon and Back by Buzz Aldrin					•	•	•			•	•
Who was Betsy Ross? by James Buckley, Jr.					•	•	•			•	•

4th Grade

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr. Seuss

In 4th grade, reading comprehension is still a primary focus. An important distinction between narrator point of view and character perspective is addressed. Writing instruction increases and logical reasons, sequencing, and organization are emphasized. Students study plot and the ways in which it is impacted by other story elements. This is also the first time students are working with implied themes. Problem and solution and description are added as text structures for informational text. Students are also determining which sources in their research are valid.

Foundational Skills

ELA.4.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Benchmark Clarifications:

Clarification 1: At this level of reading, a student who is decoding at the phoneme level (i.e., "e-n-t-er- t-ai-n") may decode a given text but will struggle with fluency and comprehension.
As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word "entertain" in text, we want him or her to segment by syllable (i.e., "en-ter-tain") or by morphological structure (i.e., "enter-tain").

Fluency

ELA.4.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:

Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

ELA.4.R.1 Reading Prose and Poetry

Literary Elements

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

Theme

ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.

Benchmark Clarifications:
Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

Perspective and Point of View

ELA.4.R.1.3: Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

ELA.4.R.1.4: Explain how rhyme and structure create meaning in a poem.

ELA.4.R.2 Reading Informational Text

Structure

ELA.4.R.2.1: Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.

Central Idea

ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.

Purpose and Perspective

ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

Argument

ELA.4.R.2.4: Explain an author's claim and the reasons and evidence used to support the claim.

ELA.4.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.4.R.3.1: Explain how figurative language contributes to meaning in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.
Clarification 2: See Elementary Figurative Language.

Paraphrasing and Summarizing

ELA.4.R.3.2: Summarize a text to enhance comprehension.

a. Include plot and theme for a literary text.
b. Include the central idea and relevant details for an informational text.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

Benchmark Clarifications:
Clarification 1: Introduce the terms "primary sources" and "secondary sources."

Communication

ELA.4.C.1 Communicating Through Writing

Handwriting

ELA.4.C.1.1: Demonstrate legible cursive writing skills.

Benchmark Clarifications:
Clarification 1: Students will produce cursive writing that can be consistently read by others.

Narrative Writing

ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

Benchmark Clarifications:
Clarification 1: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.
Clarification 2: See Writing Types.

Argumentative Writing
ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.4.C.1.4: Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Improving Writing
ELA.4.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.4.C.2 Communicating Orally

Oral Presentation
ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Benchmark Clarifications:
Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.
Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

ELA.4.C.3 Following Conventions

Conventions

ELA.4.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use conjunctions.

Skills to be implemented but not yet mastered are as follows:

- Use principal modals to indicate the mood of a verb.
- Use appositives, main clauses, and subordinate clauses.
- Recognize and correct inappropriate shifts in tense and number.
- Use conjunctions correctly to join words and phrases in a sentence.
- Use verbals including gerunds, infinitives, and participial phrases.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.4.C.4 Researching

Researching and Using Information

ELA.4.C.4.1: Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.4.C.5 Creating and Collaborating

Multimedia

ELA.4.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

Technology in Communication

ELA.4.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Vocabulary

ELA.4.V.1 Finding Meaning

Academic Vocabulary

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.4.V.1.2: Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.

Context and Connotation

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.4.R.3.1 and Elementary Figurative Language.

Sample texts by benchmark

	ELA.4.R.1.1	ELA.4.R.1.2	ELA.4.R.1.3	ELA.4.R.1.4	ELA.4.R.2.1	ELA.4.R.2.2	ELA.4.R.2.3	ELA.4.R.2.4	ELA.4.R.3.1	ELA.4.R.3.2	ELA.4.R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
"Fish Cheeks" by Amy Tan	●	●	●							●	
"Mother Doesn't Want a Dog" by Judith Viorst		●		●						●	
Aaron and Alexander: The Most Famous Duel in American History by Don Brown					●	●	●			●	●
Carry on, Mr. Bowditch by Jean Lee Latham	●	●	●						●	●	
Casey at the Bat by Ernest Lawrence Thayer	●			●					●	●	
Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story by Joseph Bruchac					●	●	●			●	●
Esperanza Rising by Pam Muñoz Ryan	●	●	●						●	●	
Florida by Tamra Orr					●	●	●			●	

	ELA.4.R.1.1	ELA.4.R.1.2	ELA.4.R.1.3	ELA.4.R.1.4	ELA.4.R.2.1	ELA.4.R.2.2	ELA.4.R.2.3	ELA.4.R.2.4	ELA.4.R.3.1	ELA.4.R.3.2	ELA.4.R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America by Glennette Tilley Turner					•	•	•			•	•
Halfway Down by A.A. Milne				•						•	
Homer Price by Robert McCloskey	•	•	•							•	
Johnny Tremain by Esther Forbes	•	•	•						•	•	
Little House on the Prairie by Laura Ingalls Wilder	•	•	•						•	•	
On the Wings of Heroes by Richard Peck	•	•	•							•	
Promises to Keep: How Jackie Robinson Changed America by Sharon Robinson					•	•	•	•		•	•
Reaching for the Moon by Buzz Aldrin					•	•	•			•	•
Tales of the Odyssey (series) by Osborne, Mary Pope	•	•							•	•	•
The Castle in the Attic by Elizabeth Winthrop	•	•	•							•	

	ELA.4.R.1.1	ELA.4.R.1.2	ELA.4.R.1.3	ELA.4.R.1.4	ELA.4.R.2.1	ELA.4.R.2.2	ELA.4.R.2.3	ELA.4.R.2.4	ELA.4.R.3.1	ELA.4.R.3.2	ELA.4.R.3.3
	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.	Explain a stated or implied theme and how it develops, using details, in a literary text.	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Explain how rhyme and structure create meaning in a poem.	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	Explain how relevant details support the central idea, implied or explicit.	Explain an author's perspective toward a topic in an informational text.	Explain an author's claim and the reasons and evidence used to support the claim.	Explain how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast accounts of the same event using primary and/or secondary sources.
The Declaration of Independence by Elaine Landau						•	•			•	
The Lion, the Witch, and the Wardrobe by C.S. Lewis	•	•	•						•	•	•
The Story of Science: Aristotle Leads The Way by Joy Hakim					•	•	•			•	
The Wolf's Story by Toby Forward	•	•	•							•	
To Catch a Fish by Eloise Greenfield		•		•						•	
Toliver's Secret by Esther Wood Brady	•	•	•						•	•	
Where the Red Fern Grows by Wilson Rawls	•	•	•							•	
Where Was Patrick Henry on the 29th of May? by Jean Fritz					•	•	•	•		•	•
Who Would Win? (series) by Jerry Pallotta					•	•	•	•		•	
William Shakespeare and the Globe by Aliki					•	•	•			•	

5th Grade

"There is more treasure in books than in all the pirate's loot on Treasure Island." – Walt Disney

Reading comprehension is still a focus, but analysis comes to the fore. In literary texts, students analyze how story elements contribute to the plot; in informational texts, they analyze the author's purpose.
Writing is a focus as well. Students are working to master the skills they have already learned. They are improving their organization, varying their transitions, and using elaboration effectively.

Foundational Skills

ELA.5.F.1 Learning and Applying Foundational Reading Skills

Phonics and Word Analysis
ELA.5.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Fluency
ELA.5.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:
Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Reading

ELA.5.R.1 Reading Prose and Poetry

Literary Elements
ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

Theme
ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.

Benchmark Clarifications:
Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

Perspective and Point of View
ELA.5.R.1.3: Describe how an author develops a character's perspective in a literary text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

Poetry
ELA.5.R.1.4: Explain how figurative language and other poetic elements work together in a poem.

Benchmark Clarifications:
Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction.
Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.

ELA.5.R.2 Reading Informational Text

Structure
ELA.5.R.2.1: Explain how text structures and/or features contribute to the overall meaning of texts.

Benchmark Clarifications:
Clarification 1: For more information, see Text Structures and Text Features.

Central Idea
ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.

Purpose and Perspective
ELA.5.R.2.3: Analyze an author's purpose and/or perspective in an informational text.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

Argument
ELA.5.R.2.4: Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

Benchmark Clarifications:
Clarification 1: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.

ELA.5.R.3 Reading Across Genres

Interpreting Figurative Language
ELA.5.R.3.1: Analyze how figurative language contributes to meaning in text(s).

Paraphrasing and Summarizing
ELA.5.R.3.2: Summarize a text to enhance comprehension.
a. Include plot and theme for a literary text.
b. Include the central idea and relevant details for an informational text.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.

Communication

ELA.5.C.1 Communicating Through Writing

Handwriting
ELA.5.C.1.1: Demonstrate fluent and legible cursive writing skills.

Benchmark Clarifications:
Clarification 1: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.

Narrative Writing
ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Argumentative Writing
ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.5.C.1.4: Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Improving Writing
ELA.5.C.1.5: Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

ELA.5.C.2 Communicating Orally

Oral Presentation

ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Benchmark Clarifications:

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

ELA.5.C.3 Following Conventions

Conventions

ELA.5.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use principal modals to indicate the mood of a verb.
- Use appositives, main clauses, and subordinate clauses.
- Recognize and correct inappropriate shifts in tense and number.
- Use conjunctions correctly to join words and phrases in a sentence.

Skills to be implemented but not yet mastered are as follows:

- Use verbals including gerunds, infinitives, and participial phrases.
- Use comparative and superlative forms of adjectives
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.
- Vary sentence structure.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.5.C.4 Researching

Researching and Using Information

ELA.5.C.4.1: Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.5.C.5 Creating and Collaborating

Multimedia

ELA.5.C.5.1: Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

Technology in Communication

ELA.5.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Vocabulary

ELA.5.V.1 Finding Meaning

Academic Vocabulary

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Benchmark Clarifications:

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.5.V.1.2: Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

Benchmark Clarifications:

Clarification 1: See Common Greek and Latin Roots 3-5.

Context and Connotation

ELA.5.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.5.R.3.1 and Elementary Figurative Language.

Sample texts by benchmark

	ELA.5.R.1.1	ELA.5.R.1.2	ELA.5.R.1.3	ELA.5.R.1.4	ELA.5.R.2.1	ELA.5.R.2.2	ELA.5.R.2.3	ELA.5.R.2.4	ELA.5.R.3.1	ELA.5.R.3.2	ELA.5.R.3.3
	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	Explain the development of stated or implied theme(s) throughout a literary text.	Describe how an author develops a character's perspective in a literary text.	Explain how figurative language and other poetic elements work together in a poem.	Explain how text structures and/or features contribute to the overall meaning of texts.	Explain how relevant details support the central idea(s), implied or explicit.	Analyze an author's purpose and/or perspective in an informational text.	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	Analyze how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast primary and secondary sources related to the same topic.
"I, Too" by Langston Hughes		●	●	●				●	●	●	
"If" by Rudyard Kipling		●		●					●		
"Paul Revere's Ride" by Henry Wadsworth Longfellow		●		●					●	●	
"The Road Not Taken" by Robert Frost		●	●	●							
Abuelita's Heart by Amy Cordova	●	●	●							●	
Anne of Green Gables by L.M. Montgomery	●	●	●						●	●	
Call it Courage by Armstrong Sperry	●	●	●							●	
Call Me Maria by Judith Ortiz Cofer	●	●	●							●	
Chasing Vermeer by Blue Balliett	●	●	●							●	
City of Ember by Jeanne DuPrau	●	●	●							●	
Farewell to Manzanar by Jeanne Wakatsuki and James D. Houston					●	●	●				
Five Children and It by Edith Nesbit	●	●	●						●	●	

	ELA.5.R.1.1	ELA.5.R.1.2	ELA.5.R.1.3	ELA.5.R.1.4	ELA.5.R.2.1	ELA.5.R.2.2	ELA.5.R.2.3	ELA.5.R.2.4	ELA.5.R.3.1	ELA.5.R.3.2	ELA.5.R.3.3
	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	Explain the development of stated or implied theme(s) throughout a literary text.	Describe how an author develops a character's perspective in a literary text.	Explain how figurative language and other poetic elements work together in a poem.	Explain how text structures and/or features contribute to the overall meaning of texts.	Explain how relevant details support the central idea(s), implied or explicit.	Analyze an author's purpose and/or perspective in an informational text.	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	Analyze how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast primary and secondary sources related to the same topic.
From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg	•	•	•						•	•	
Hidden Figures by Margot Shetterly (Young Reader Edition)					•	•	•			•	
Hurricanes: Earth's Mightiest Storms by Patricia Lauber					•	•	•	•		•	
I am Malala by Malala Yousafzai					•	•	•	•	•	•	•
Island of the Blue Dolphins by Scott O'Dell	•	•	•						•	•	
My Librarian is a Camel: How Books Are Brought to Children Around the World by Margriet Ruurs					•	•	•			•	
Shh! We're Writing the Constitution by Jean Fritz					•	•	•			•	•
The Trail of Tears by Joseph Bruchac					•	•	•			•	
The Watsons Go to Birmingham by Christopher Paul Curtis	•	•	•						•	•	
They Called Her Molly Pitcher by Anne Rockwell					•	•	•			•	

	ELA.5.R.1.1	ELA.5.R.1.2	ELA.5.R.1.3	ELA.5.R.1.4	ELA.5.R.2.1	ELA.5.R.2.2	ELA.5.R.2.3	ELA.5.R.2.4	ELA.5.R.3.1	ELA.5.R.3.2	ELA.5.R.3.3
	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	Explain the development of stated or implied theme(s) throughout a literary text.	Describe how an author develops a character's perspective in a literary text.	Explain how figurative language and other poetic elements work together in a poem.	Explain how text structures and/or features contribute to the overall meaning of texts.	Explain how relevant details support the central idea(s), implied or explicit.	Analyze an author's purpose and/or perspective in an informational text.	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	Analyze how figurative language contributes to meaning in text(s).	Summarize a text to enhance comprehension.	Compare and contrast primary and secondary sources related to the same topic.
Thurgood Marshall and the Supreme Court by Deborah Kent					•	•	•			•	
Volcano: Eruption and Healing of Mount St. Helens by Patricia Lauber					•	•	•		•	•	•
We the People: The Constitution of the United State of America by Peter Spier					•	•	•	•		•	•
Written in Bone: Buried Lives of Jamestown and Colonial Maryland by Sally Walker					•	•	•	•		•	

6th-8th Grade

"Ah, how good it is to be among people who are reading." – Rainer Maria Rilke

In grades 6-8, analysis and writing are the primary foci. Rhetoric is introduced in 6th grade. In this grade band, students go from explaining theme to analyzing it. Students progress from examining character perspective to working with complex narrator types. Students are also being introduced to literature from historic time periods. This framework should help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In middle school, those periods are as follows:

- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

6th Grade
Reading

ELA.6.R.1 Reading Prose and Poetry

Literary Elements

ELA.6.R.1.1: Analyze how the interaction between characters contributes to the development of a plot in a literary text.

Theme

ELA.6.R.1.2: Analyze the development of stated or implied theme(s) throughout a literary text.

Benchmark Clarifications:
Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.
Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.6.R.1.3: Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

Benchmark Clarifications:
Clarification 1: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

Poetry
ELA.6.R.1.4: Describe the impact of various poetic forms on meaning and style.

Benchmark Clarifications:
Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.

ELA.6.R.2 Reading Informational Text

Structure
ELA.6.R.2.1: Explain how individual text sections and/or features convey meaning in texts.

Central Idea
ELA.6.R.2.2: Analyze the central idea(s), implied or explicit, and its development throughout a text.

Benchmark Clarifications:
Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

Purpose and Perspective
ELA.6.R.2.3: Analyze authors' purpose(s) in multiple accounts of the same event or topic.

Argument
ELA.6.R.2.4: Track the development of an argument, identifying the types of reasoning used.

Benchmark Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.6.R.3 Reading Across Genres

Interpreting Figurative Language
ELA.6.R.3.1: Explain how figurative language contributes to tone and meaning in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing
ELA.6.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.6.R.3.3: Compare and contrast how authors from different time periods address the same or related topics.

Benchmark Clarifications:
Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Understanding Rhetoric
ELA.6.R.3.4: Identify rhetorical appeals in a text.

Benchmark Clarifications:
Clarification 1: Students will identify the appeals of logos, ethos, and pathos.
Clarification 2: See Rhetorical Appeals.

Communication

ELA.6.C.1 Communicating Through Writing

Narrative Writing
ELA.6.C.1.2: Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.
Clarification 2: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.

Argumentative Writing
ELA.6.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.6.C.1.4: Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Improving Writing
ELA.6.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

ELA.6.C.2 Communicating Orally

Oral Presentation

ELA.6.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Benchmark Clarifications:

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.6.C.3 Following Conventions

Conventions

ELA.6.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use verbals including gerunds, infinitives, and participial phrases.
- Use comparative and superlative forms of adjectives.
- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.6.C.4 Researching

Researching and Using Information

ELA.6.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.6.C.5 Creating and Collaborating

Multimedia

ELA.6.C.5.1: Integrate diverse digital media to enhance audience engagement in oral or written tasks.

Benchmark Clarifications:
Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

Technology in Communication

ELA.6.C.5.2: Use digital tools to produce writing.

Vocabulary

ELA.6.V.1 Finding Meaning

Academic Vocabulary

ELA.6.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.6.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

Context and Connotation

ELA.6.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.6.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.6.R.1.1	ELA.6.R.1.2	ELA.6.R.1.3	ELA.6.R.1.4	ELA.6.R.2.1	ELA.6.R.2.2	ELA.6.R.2.3	ELA.6.R.2.4	ELA.6.R.3.1	ELA.6.R.3.2	ELA.6.R.3.3	ELA.6.R.3.4
	Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze the development of stated or implied theme(s) throughout a literary text.	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Describe the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey meaning in texts.	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Track the development of an argument, identifying the types of reasoning used.	Explain how figurative language contributes to tone and meaning in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors from different time periods address the same or related topics.	Identify rhetorical appeals in a text.
"Acquainted with the Night" by Robert Frost		●		●					●	●		
"Eulogy of the Dog" by George G. Vest						●	●	●		●		●
"Farewell Speech" by Lou Gehrig							●			●		●
"Speech to National Council of Negro Women" (2001) by Condoleezza Rice							●		●	●		●
"The House on the Hill" by Edwin Arlington Robinson		●		●						●		
"Two Viewpoints" by Amelia Josephine Burr		●	●							●		
"Yet do I Marvel" by Countee Cullen		●		●						●		
A Long Walk to Water by Linda Sue Park	●	●	●						●	●		
Black Ships Before Troy by Rosemary Sutcliff	●	●							●	●	●	●
Bronze Bow by Elizabeth George Speare	●	●							●	●	●	

	ELA.6.R.1.1	ELA.6.R.1.2	ELA.6.R.1.3	ELA.6.R.1.4	ELA.6.R.2.1	ELA.6.R.2.2	ELA.6.R.2.3	ELA.6.R.2.4	ELA.6.R.3.1	ELA.6.R.3.2	ELA.6.R.3.3	ELA.6.R.3.4
	Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze the development of stated or implied theme(s) throughout a literary text.	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Describe the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey meaning in texts.	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Track the development of an argument, identifying the types of reasoning used.	Explain how figurative language contributes to tone and meaning in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors from different time periods address the same or related topics.	Identify rhetorical appeals in a text.
Down, Down, Down: A Journey to the Bottom of the Sea by Steve Jenkins					●	●	●			●		
Harriet Tubman: Conductor on the Underground Railroad by Ann Petry					●	●	●			●	●	
Incidents in the Life of a Slave Girl by Harriet Jacobs	●					●	●			●	●	
Lincoln: A Photobiography by Russell Freedman					●		●			●		
Little Britches by Ralph Moody					●	●			●	●		
Little Women by Louisa May Alcott	●	●								●		
The Book of Virtues for Young People: A Treasury of Great Moral Stories by William Bennett	●	●		●					●	●		
The Devil's Arithmetic by Jane Yolen	●	●							●	●	●	
The Hiding Place by Corrie ten Boom						●	●			●	●	

	ELA.6.R.1.1	ELA.6.R.1.2	ELA.6.R.1.3	ELA.6.R.1.4	ELA.6.R.2.1	ELA.6.R.2.2	ELA.6.R.2.3	ELA.6.R.2.4	ELA.6.R.3.1	ELA.6.R.3.2	ELA.6.R.3.3	ELA.6.R.3.4
	Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Analyze the development of stated or implied theme(s) throughout a literary text.	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.	Describe the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey meaning in texts.	Analyze the central idea(s), implied or explicit, and its development throughout a text.	Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Track the development of an argument, identifying the types of reasoning used.	Explain how figurative language contributes to tone and meaning in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors from different time periods address the same or related topics.	Identify rhetorical appeals in a text.
The Phantom Tollbooth by Norton Juster	●	●							●	●		
Tales of the Greek Heroes by Roger Lancelyn Green					●	●	●		●	●	●	
Treasure Island by Robert Louis Stevenson	●	●							●	●		●

7th Grade
Reading

ELA.7.R.1 Reading Prose and Poetry

Literary Elements

ELA.7.R.1.1: Analyze the impact of setting on character development and plot in a literary text.

Theme

ELA.7.R.1.2: Compare two or more themes and their development throughout a literary text.

Benchmark Clarifications:

Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.7.R.1.3: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

Benchmark Clarifications:

Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.

Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

Poetry

ELA.7.R.1.4: Analyze the impact of various poetic forms on meaning and style.

Benchmark Clarifications:

Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle.

Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

ELA.7.R.2 Reading Informational Text

Structure

ELA.7.R.2.1: Explain how individual text sections and/or features convey a purpose in texts.

Central Idea

ELA.7.R.2.2: Compare two or more central ideas and their development throughout a text.

Purpose and Perspective

ELA.7.R.2.3: Explain how an author establishes and achieves purpose(s) through diction and syntax.

Benchmark Clarifications:

Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

Argument

ELA.7.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

Benchmark Clarifications:

Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.

Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.7.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.7.R.3.1: Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

Benchmark Clarifications:

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.7.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.7.R.3.3: Compare and contrast how authors with differing perspectives address the same or related topics or themes.

Benchmark Clarifications:

Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

Understanding Rhetoric
ELA.7.R.3.4: Explain the meaning and/or significance of rhetorical devices in a text.

Benchmark Clarifications:
Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.
Clarification 2: See Secondary Figurative Language.
Clarification 3: See Rhetorical Devices.

Communication

ELA.7.C.1 Communicating Through Writing

Narrative Writing
ELA.7.C.1.2: Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.
Clarification 2: See Secondary Figurative Language.

Argumentative Writing
ELA.7.C.1.3: Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.7.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.7.C.1.5: Improve writing by planning, revising, and editing, considering feedback from adults and peers.

ELA.7.C.2 Communicating Orally

Oral Presentation
ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.

Benchmark Clarifications:
Clarification 1: For further guidance, see the Secondary Oral Communication Rubric.

ELA.7.C.3 Following Conventions

Conventions

ELA.7.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Appropriately use colons.
- Appropriately use dangling modifiers.
- Appropriately use ellipses.
- Appropriately use hyphens.
- Vary sentence structure.

Skills to be implemented but not yet mastered are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.7.C.4 Researching

Researching and Using Information

ELA.7.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

Benchmark Clarifications:

Clarification 1: There is no requirement that students research the additional questions generated.

Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.7.C.5 Creating and Collaborating

Multimedia

ELA.7.C.5.1: Integrate diverse digital media to build cohesion in oral or written tasks.

Benchmark Clarifications:

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

Technology in Communication

ELA.7.C.5.2: Use digital tools to produce and share writing.

Vocabulary

ELA.7.V.1 Finding Meaning

Academic Vocabulary

ELA.7.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.7.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

Context and Connotation

ELA.7.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.7.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.7.R.1.1	ELA.7.R.1.2	ELA.7.R.1.3	ELA.7.R.1.4	ELA.7.R.2.1	ELA.7.R.2.2	ELA.7.R.2.3	ELA.7.R.2.4	ELA.7.R.3.1	ELA.7.R.3.2	ELA.7.R.3.3	ELA.7.R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
"Address Before a Joint Session of the Congress, November 27, 1963" by Lyndon Baines Johnson						•				•	•	•
"An Occurrence at Owl Creek Bridge" by Ambrose Bierce	•	•	•							•		
"Citizenship and Leadership" from *The Moral Compass: Stories for a Life's Journey* by William Bennett	•	•	•							•		
"Do Not Go Gentle into That Good Night" by Dylan Thomas		•		•					•	•		•
"Farewell Address" by Dwight Eisenhower						•	•	•		•	•	•
"Give Me Liberty or Give Me Death" Speech by Patrick Henry							•	•		•		•
"On First Looking Into Chapman's Homer" by John Keats				•					•	•		

	ELA.7.R.1.1	ELA.7.R.1.2	ELA.7.R.1.3	ELA.7.R.1.4	ELA.7.R.2.1	ELA.7.R.2.2	ELA.7.R.2.3	ELA.7.R.2.4	ELA.7.R.3.1	ELA.7.R.3.2	ELA.7.R.3.3	ELA.7.R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
"On Women's Right to Vote" by Susan B. Anthony							●	●		●		●
"Sonnet 18" by William Shakespeare		●		●					●	●		●
"The Destructive Male" by Elizabeth Stanton						●	●	●		●		●
"The Eyes Have It" by Philip K. Dick	●		●							●		
"The New Colossus" by Emma Lazarus		●		●					●	●		
"The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting" by Samuel Adams						●	●			●		●
"the sonnet-ballad" by Gwendolyn Brooks				●						●		
"The Tell-Tale Heart" by Edgar Allan Poe	●		●							●		●
Book of Esther from The Bible	●	●								●		●

	ELA.7.R.1.1	ELA.7.R.1.2	ELA.7.R.1.3	ELA.7.R.1.4	ELA.7.R.2.1	ELA.7.R.2.2	ELA.7.R.2.3	ELA.7.R.2.4	ELA.7.R.3.1	ELA.7.R.3.2	ELA.7.R.3.3	ELA.7.R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
Freedom Walkers by Russell Freedman					•	•				•		
George vs. George: The American Revolution as Seen from Both Sides by Rosalyn Schanzer					•					•		
The Count of Monte Cristo by Alexandre Dumas	•	•							•	•		•
The Kon-Tiki Expedition: By Raft Across the South Seas by Thor Heyerdahl					•					•		
The Long Road to Gettysburg by Jim Murphy					•					•		
Narrative of the Life of Frederick Douglass by Frederick Douglass					•	•	•			•		•
The Prince and the Pauper by Mark Twain	•	•	•							•		
The Red Umbrella by Christina Diaz Gonzalez	•	•	•							•		

	ELA.7.R.1.1	ELA.7.R.1.2	ELA.7.R.1.3	ELA.7.R.1.4	ELA.7.R.2.1	ELA.7.R.2.2	ELA.7.R.2.3	ELA.7.R.2.4	ELA.7.R.3.1	ELA.7.R.3.2	ELA.7.R.3.3	ELA.7.R.3.4
	Analyze the impact of setting on character development and plot in a literary text.	Compare two or more themes and their development throughout a literary text.	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Analyze the impact of various poetic forms on meaning and style.	Explain how individual text sections and/or features convey a purpose in texts.	Compare two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through diction and syntax.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Paraphrase content from grade-level texts.	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Explain the meaning and/or significance of rhetorical devices in a text.
The Twenty-One Balloons by William Pène du Bois	•	•	•							•		

8th Grade
Reading

ELA.8.R.1 Reading Prose and Poetry

Literary Elements

ELA.8.R.1.1: Analyze the interaction between character development, setting, and plot in a literary text.

Theme

ELA.8.R.1.2: Analyze two or more themes and their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.
Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.8.R.1.3: Analyze how an author develops and individualizes the perspectives of different characters.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry

ELA.8.R.1.4: Analyze structure, sound, imagery, and figurative language in poetry.

Benchmark Clarifications:
Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks.
Clarification 2: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.
Clarification 3: Imagery, as used here, refers to language and description that appeals to the five senses.
Clarification 4: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

ELA.8.R.2 Reading Informational Text

Structure

ELA.8.R.2.1: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

Central Idea

ELA.8.R.2.2: Analyze two or more central ideas and their development throughout a text.

Purpose and Perspective

ELA.8.R.2.3: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
Clarification 3: See Secondary Figurative Language.
Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Argument

ELA.8.R.2.4: Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

Benchmark Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).

ELA.8.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.8.R.3.1: Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.8.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.8.R.3.3: Compare and contrast the use or discussion of archetypes in texts.

Benchmark Clarifications:
Clarification 1: See Archetypes.

Understanding Rhetoric
ELA.8.R.3.4: Explain how an author uses rhetorical devices to support or advance an appeal.

Benchmark Clarifications:
Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.
Clarification 2: See Secondary Figurative Language.
Clarification 3: See Rhetorical Appeals and Rhetorical Devices.
Clarification 4: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

Communication

ELA.8.C.1 Communicating Through Writing

Narrative Writing
ELA.8.C.1.2: Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.

Argumentative Writing
ELA.8.C.1.3: Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.8.C.1.4: Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.8.C.1.5: Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

ELA.8.C.2 Communicating Orally

Oral Presentation

ELA.8.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence.

Benchmark Clarifications:

Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.

Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.8.C.3 Following Conventions

Conventions

ELA.8.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Skills to be mastered at this grade level are as follows:

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.

Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.8.C.4 Researching

Researching and Using Information

ELA.8.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

Benchmark Clarifications:

Clarification 1: There is no requirement that students research the additional questions generated.

Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.8.C.5 Creating and Collaborating

Multimedia

ELA.8.C.5.1: Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

Technology in Communication

ELA.8.C.5.2: Use a variety of digital tools to collaborate with others to produce writing

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Vocabulary

ELA.8.V.1 Finding Meaning

Academic Vocabulary

ELA.8.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.8.V.1.2: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: See Common Greek and Latin Roots 6-8 and Affixes.

Context and Connotation

ELA.8.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.8.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.8.R.1.1	ELA.8.R.1.2	ELA.8.R.1.3	ELA.8.R.1.4	ELA.8.R.2.1	ELA.8.R.2.2	ELA.8.R.2.3	ELA.8.R.2.4	ELA.8.R.3.1	ELA.8.R.3.2	ELA.8.R.3.3	ELA.8.R.3.4
	Analyze the interaction between character development, setting, and plot in a literary text.	Analyze two or more themes and their development throughout a literary text.	Analyze how an author develops and individualizes the perspectives of different characters.	Analyze structure, sound, imagery, and figurative language in poetry.	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Analyze two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the use or discussion of archetypes in texts.	Explain how an author uses rhetorical devices to support or advance an appeal.
"9/11 Address to the Nation" by George W. Bush						•	•	•		•		•
"A Day that Will Live in Infamy" by Franklin Roosevelt						•	•	•		•		•
"Ain't I a Woman?" by Sojourner Truth						•	•	•		•		•
"Blessings of Liberty and Education" by Frederick Douglass						•	•	•		•		•
"Introduction to Poetry" by Billy Collins		•		•					•	•		
"Parsley" by Rita Dove	•	•		•					•	•		
"The Bells" by Edgar Allan Poe				•					•	•		
"The Cremation of Sam McGee" by Robert Service	•			•						•		

	ELA.8.R.1.1	ELA.8.R.1.2	ELA.8.R.1.3	ELA.8.R.1.4	ELA.8.R.2.1	ELA.8.R.2.2	ELA.8.R.2.3	ELA.8.R.2.4	ELA.8.R.3.1	ELA.8.R.3.2	ELA.8.R.3.3	ELA.8.R.3.4
	Analyze the interaction between character development, setting, and plot in a literary text.	Analyze two or more themes and their development throughout a literary text.	Analyze how an author develops and individualizes the perspectives of different characters.	Analyze structure, sound, imagery, and figurative language in poetry.	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Analyze two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the use or discussion of archetypes in texts.	Explain how an author uses rhetorical devices to support or advance an appeal.
"The Gift of the Magi" by O. Henry	•		•						•	•		
"The Raven" by Edgar Allan Poe	•			•					•	•		
"The Yellow Wallpaper" by Charlotte Perkins Gilman	•	•							•	•		
"We Real Cool" by Gwendolyn Brooks		•		•					•	•		
"What Does American Democracy Mean to Me?" by Mary McLeod Bethune							•	•		•		•
Anne Frank: Diary of a Young Girl by Anne Frank					•	•	•			•		
Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson	•	•	•						•	•	•	
I Will Always Write Back by Caitlin Alifirenka, Liz Welch, Ganda, Martin					•	•	•			•		

	ELA.8.R.1.1	ELA.8.R.1.2	ELA.8.R.1.3	ELA.8.R.1.4	ELA.8.R.2.1	ELA.8.R.2.2	ELA.8.R.2.3	ELA.8.R.2.4	ELA.8.R.3.1	ELA.8.R.3.2	ELA.8.R.3.3	ELA.8.R.3.4
	Analyze the interaction between character development, setting, and plot in a literary text.	Analyze two or more themes and their development throughout a literary text.	Analyze how an author develops and individualizes the perspectives of different characters.	Analyze structure, sound, imagery, and figurative language in poetry.	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Analyze two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the use or discussion of archetypes in texts.	Explain how an author uses rhetorical devices to support or advance an appeal.
Long Walk to Freedom by Nelson Mandela					•	•				•		•
Rip Van Winkle by Washington Irving	•	•							•	•	•	
Shane by Jack Schaefer	•	•	•						•	•	•	
Sir Gawain and the Green Knight by Gawain Poet (unknown)	•	•							•	•	•	
Swiss Family Robinson by Johann David Wyss	•	•							•	•	•	
Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh			•		•					•		
The Call of the Wild by Jack London	•	•							•	•		
The Chosen by Chaim Potok	•	•	•						•	•		•
The Hobbit by J.R.R. Tolkien	•	•							•	•	•	•

	ELA.8.R.1.1	ELA.8.R.1.2	ELA.8.R.1.3	ELA.8.R.1.4	ELA.8.R.2.1	ELA.8.R.2.2	ELA.8.R.2.3	ELA.8.R.2.4	ELA.8.R.3.1	ELA.8.R.3.2	ELA.8.R.3.3	ELA.8.R.3.4
	Analyze the interaction between character development, setting, and plot in a literary text.	Analyze two or more themes and their development throughout a literary text.	Analyze how an author develops and individualizes the perspectives of different characters.	Analyze structure, sound, imagery, and figurative language in poetry.	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	Analyze two or more central ideas and their development throughout a text.	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the use or discussion of archetypes in texts.	Explain how an author uses rhetorical devices to support or advance an appeal.
The Princess and the Goblin by George MacDonald	•	•	•				•			•	•	
The Wright Brothers: How They Invented the Airplane by Russell Freedman					•					•		
Things Fall Apart by Chinua Achebe	•	•	•						•	•	•	
To Kill a Mockingbird by Harper Lee	•	•	•						•	•	•	•
Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert by Marc Aronson					•	•				•		

9th-12th Grade

"If we encounter a man of rare intellect, we should ask him what books he reads." – Ralph Waldo Emerson

In grades 9-12, students are moving beyond analysis and evaluating writing, looking at particular techniques an author uses to add levels of meaning. Students continue to be introduced to literature from historic time periods. This framework will help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In high school, those periods begin with the Classical Period and continue to the present:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

9th Grade
Reading

ELA.9.R.1 Reading Prose and Poetry

Literary Elements

ELA.9.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.

Benchmark Clarifications:

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:

Layer 1) the literal level, what the words actually mean

Layer 2) mood, those feelings that are evoked in the reader

Layer 3) tone, the author's attitude

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Theme

ELA.9.R.1.2: Analyze universal themes and their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.9.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

Benchmark Clarifications:
Clarification 1: See Rhetorical Devices for more information on irony.

Poetry

ELA.9.R.1.4: Analyze the characters, structures, and themes of epic poetry.

Benchmark Clarifications:
Clarification 1: For more information, see Literary Periods.

ELA.9.R.2 Reading Informational Text

Structure

ELA.9.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

Benchmark Clarifications:
Clarification 1: Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Clarification 2: Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.

Central Idea

ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text.

Benchmark Clarifications:
Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

Purpose and Perspective

ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
Clarification 3: See Secondary Figurative Language.
Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Argument

ELA.9.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

Benchmark Clarifications:
Clarification 1: Validity refers to the soundness of the arguments.

ELA.9.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.9.R.3.1: Explain how figurative language creates mood in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.9.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.9.R.3.3: Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

Benchmark Clarifications:
Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Understanding Rhetoric
ELA.9.R.3.4: Explain an author's use of rhetoric in a text.

Benchmark Clarifications:
Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.
Clarification 2: See Secondary Figurative Language and Rhetorical Devices.

Communication

ELA.9.C.1 Communicating Through Writing

Narrative Writing
ELA.9.C.1.2: Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.

Argumentative Writing
ELA.9.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.

Expository Writing
ELA.9.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.9.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

ELA.9.C.2 Communicating Orally

Oral Presentation

ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

Benchmark Clarifications:
Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.9.C.3 Following Conventions

Conventions

ELA.9.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
- Use knowledge of usage rules to create flow in writing and presenting.

Clarification 2: See Convention Progression by Grade Level.

ELA.9.C.4 Researching

Researching and Using Information

ELA.9.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

Benchmark Clarifications:
Clarification 1: There is no requirement that students research the additional questions generated.

ELA.9.C.5 Creating and Collaborating

Multimedia

ELA.9.C.5.1: Create digital presentations with coherent ideas and a clear perspective.

Benchmark Clarifications:
Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

Technology in Communication

ELA.9.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

Vocabulary

ELA.9.V.1 Finding Meaning

Academic Vocabulary

ELA.9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Context and Connotation

ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.9.R.1.1	ELA.9.R.1.2	ELA.9.R.1.3	ELA.9.R.1.4	ELA.9.R.2.1	ELA.9.R.2.2	ELA.9.R.2.3	ELA.9.R.2.4	ELA.9.R.3.1	ELA.9.R.3.2	ELA.9.R.3.3	ELA.9.R.3.4
	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
"A Modest Proposal" by Jonathan Swift		●	●		●	●	●	●		●		●
"A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez	●	●								●		
"A White Heron" by Sarah Orne Jewett	●	●							●	●		
"Bringing My Son to the Police Station to be Fingerprinted" by Shoshauna Sky		●	●							●		
"Choice: A Tribute to Dr. Martin Luther King, Jr." by Alice Walker					●	●	●			●		●
"Danger of a Single Story" by Chimamanda Ngozi Adichie						●	●			●		●
"I Have a Dream" by Martin Luther King, Jr.							●		●	●		●
"Industrial Education for the Negro" by Booker T. Washington						●	●			●		

	ELA.9.R.1.1	ELA.9.R.1.2	ELA.9.R.1.3	ELA.9.R.1.4	ELA.9.R.2.1	ELA.9.R.2.2	ELA.9.R.2.3	ELA.9.R.2.4	ELA.9.R.3.1	ELA.9.R.3.2	ELA.9.R.3.3	ELA.9.R.3.4
	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
"Letter from Birmingham Jail" by Martin Luther King, Jr.					●	●	●	●	●	●		●
"Letter to the Grand Duchess in 1615" by Galileo Galilei					●	●	●			●		●
"Nobel Prize Acceptance Speech 1950" by William Faulkner					●	●				●		
"St Crispin's Day Speech," Henry V, Act IV Scene iii 18–67 by William Shakespeare		●			●	●	●			●		●
"Speech to the Troops" 1588 by Elizabeth I					●	●				●		●
"The Love Song of J. Alfred Prufrock" by T.S. Eliot		●			●	●	●		●	●		●
"The Talented Tenth" by W.E.B. DuBois					●	●		●		●		
1984 by George Orwell	●	●	●							●		
Animal Farm by George Orwell	●	●			●	●	●		●	●		●
Antigone by Jean Anouilh	●	●					●			●		●

	ELA.9.R.1.1	ELA.9.R.1.2	ELA.9.R.1.3	ELA.9.R.1.4	ELA.9.R.2.1	ELA.9.R.2.2	ELA.9.R.2.3	ELA.9.R.2.4	ELA.9.R.3.1	ELA.9.R.3.2	ELA.9.R.3.3	ELA.9.R.3.4
	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
Antigone by Sophocles	●	●			●	●	●			●		●
Beowulf (author unknown)	●	●		●						●		
Democracy in America by Alexis de Tocqueville										●		
Electra by Sophocles	●	●			●	●	●			●		●
Finding Mañana: A Memoir of a Cuban Exodus by Mirta Ojito	●	●								●		
Medea by Euripides	●				●	●				●		
Old Greek Stories by James Baldwin	●	●			●	●	●			●	●	●
Romeo and Juliet by William Shakespeare	●	●			●	●	●		●	●		●
The Aeneid by Virgil	●	●		●	●	●	●			●		●
The Death of Ivan Ilyich by Leo Tolstoy	●	●	●						●	●		
The Epic of Gilgamesh (author unknown)	●	●		●						●		
The Hero with a Thousand Faces by Joseph Campbell		●					●			●	●	●
The Iliad by Homer	●	●		●			●			●		●

	ELA.9.R.1.1	ELA.9.R.1.2	ELA.9.R.1.3	ELA.9.R.1.4	ELA.9.R.2.1	ELA.9.R.2.2	ELA.9.R.2.3	ELA.9.R.2.4	ELA.9.R.3.1	ELA.9.R.3.2	ELA.9.R.3.3	ELA.9.R.3.4
	Explain how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze universal themes and their development throughout (a) literary text(s).	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.	Analyze the characters, structures, and themes of epic poetry.	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.	Evaluate the support an author uses to develop the central idea throughout a text.	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.	Explain how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.	Explain an author's use of rhetoric in a text.
The Lincoln-Douglas Debates 1st Debate		●								●		
The Odyssey by Homer	●	●		●				●		●		
The Prince by Nicolai Machiavelli		●	●			●	●			●		
Unbroken by Laura Hillenbrand	●	●								●		

10th Grade
Reading

ELA.10.R.1 Reading Prose and Poetry

Literary Elements

ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

Benchmark Clarifications:
Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author's attitude
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Theme

ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.10.R.1.3: Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

Poetry

ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

Benchmark Clarifications:
Clarification 1: For more information, see Literary Periods.

ELA.10.R.2 Reading Informational Text

Structure

ELA.10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s).

Benchmark Clarifications:
Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Clarification 2: Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendice.

Central Idea

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

Purpose and Perspective

ELA.10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

Benchmark Clarifications:
Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

Argument

ELA.10.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

Benchmark Clarifications:
Clarification 1: Validity refers to the soundness of the arguments.

ELA.10.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.10.R.3.1: Analyze how figurative language creates mood in text(s).

Benchmark Clarifications:
Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.10.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading
ELA.10.R.3.3: Analyze how mythical, classical, or religious texts have been adapted.

Benchmark Clarifications:
Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Understanding Rhetoric
ELA.10.R.3.4: Analyze an author's use of rhetoric in a text.

Benchmark Clarifications:
Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.
Clarification 3: See Secondary Figurative Language.
Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Communication

ELA.10.C.1 Communicating Through Writing

Narrative Writing
ELA.10.C.1.2: Write narratives using an appropriate pace to create tension, mood, and/or tone.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.

Argumentative Writing
ELA.10.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.
Clarification 2: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.

Expository Writing
ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

ELA.10.C.2 Communicating Orally

Oral Presentation
ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

Benchmark Clarifications:
Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.10.C.3 Following Conventions

Conventions
ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Skills to be mastered at this grade level are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Skills to be implemented but not yet mastered are as follows:

- Use knowledge of usage rules to create flow in writing and presenting.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.10.C.4 Researching

Researching and Using Information
ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.

Benchmark Clarifications:
Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.10.C.5 Creating and Collaborating

Multimedia

ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.

Benchmark Clarifications:
Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

Technology in Communication

ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

Vocabulary

ELA.10.V.1 Finding Meaning

Academic Vocabulary

ELA.10.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Context and Connotation

ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.10.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
"Address to William Henry Harrison" by Chief Tecumseh					•	•	•			•		•
"Checkers" Speech by Richard Nixon					•	•	•			•		•
"Constantly Risking Absurdity" by Lawrence Ferlinghetti		•		•					•	•		
"Cross of Gold" by William Jennings Bryan						•	•	•		•		•
"Farewell Address" by George Washington					•	•	•			•		•
"Farewell Speech" by Gen. Douglas MacArthur					•	•	•			•		•

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
"For the Equal Rights Amendment" by Shirley Chisholm					•	•	•	•		•		•
"House Divided" Speech by Abraham Lincoln					•	•	•			•		•
"I Am a Democrat and not a Revolutionist" by Sen. David Bennett Hill					•	•	•	•		•		•
"Not Waving But Drowning" by Stevie Smith	•	•		•						•		
"Ozymandias" by Percy Bysshe Shelley	•	•		•						•		
"Sinners in the Hands of an Angry God" by Jonathan Edwards					•	•	•		•	•		•
"Thanatopsis" by William Cullen Bryant		•		•						•		•

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
"The Second Coming" by William Butler Yeats		•		•						•		
"The Story of Pygmalion" from *Metamorphoses* by Ovid	•	•								•		
"What to the Slave Is the Fourth of July?" by Frederick Douglass						•	•			•		•
"What's Wrong with 'Equal Rights' for Women?" by Phyllis Schlafly						•	•			•		•
2 Samuel from *The Bible*	•	•								•	•	•
A Raisin in the Sun by Lorraine Hansberry	•	•	•							•		
A Tale of Two Cities by Charles Dickens	•	•								•		•
Common Sense by Thomas Paine					•	•	•			•		•

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
Cry, The Beloved Country by Alan Paton	•		•							•	•	
Fahrenheit 451 by Ray Bradbury	•	•								•		•
Frankenstein by Mary Shelley	•	•	•							•	•	
Galatea by Madeline Miller	•	•								•	•	
Land of Hope: An Invitation to the Great American Story by Wilfred M. McClay					•	•	•	•		•		•
Lord of the Flies by William Golding	•	•	•						•	•		
Macbeth by William Shakespeare	•	•							•	•		•
Midsummer Night's Dream by William Shakespeare	•	•								•		•

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
Of Mice and Men by John Steinbeck	•	•								•		
Prometheus Unbound by Percy Bysshe Shelley	•	•		•						•	•	
Pygmalion by George Bernard Shaw	•	•								•	•	
The Autobiography of an Ex-Colored Man by James Weldon Johnson	•	•	•						•	•		
The Crucible by Arthur Miller	•	•								•		
The Piano Lesson by August Wilson	•	•	•							•		
The Red Badge of Courage by Stephen Crane	•	•	•							•		
The Scarlet Letter by Nathaniel Hawthorne	•	•								•		

	ELA.10.R.1.1	ELA.10.R.1.2	ELA.10.R.1.3	ELA.10.R.1.4	ELA.10.R.2.1	ELA.10.R.2.2	ELA.10.R.2.3	ELA.10.R.2.4	ELA.10.R.3.1	ELA.10.R.3.2	ELA.10.R.3.3	ELA.10.R.3.4
	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	Analyze and compare universal themes and their development throughout a literary text.	Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	Analyze the impact of multiple text structures and the use of features in text(s).	Analyze the central idea(s) of historical American speeches and essays.	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.	Analyze how figurative language creates mood in text(s).	Paraphrase content from grade-level texts.	Analyze how mythical, classical, or religious texts have been adapted.	Analyze an author's use of rhetoric in a text.
The Souls of Black Folk by W.E.B. DuBois					•	•	•	•		•		•
Uncle Tom's Cabin by Harriet Beecher Stowe	•	•								•		•
Up from Slavery by Booker T. Washington					•	•	•	•		•		•

11th Grade
Reading

ELA.11.R.1 Reading Prose and Poetry

Literary Elements

ELA.11.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

Benchmark Clarifications:
Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author's attitude
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Theme

ELA.11.R.1.2: Track and analyze universal themes in literary texts from different times and places.

Benchmark Clarifications:
Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

Perspective and Point of View

ELA.11.R.1.3: Analyze the author's choices in using juxtaposition to define character perspective.

Benchmark Clarifications:
Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.
Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

Poetry

ELA.11.R.1.4: Analyze ways in which poetry reflects themes and issues of its time period.

Benchmark Clarifications:

Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Clarification 2: For more information, see Literary Periods.

ELA.11.R.2 Reading Informational Text

Structure

ELA.11.R.2.1: Evaluate the structure(s) and features in texts.

Benchmark Clarifications:

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.

Central Idea

ELA.11.R.2.2: Analyze the central idea(s) of speeches and essays from the Classical Period.

Benchmark Clarifications:

Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

Purpose and Perspective

ELA.11.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

Argument

ELA.11.R.2.4: Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

Benchmark Clarifications:

Clarification 1: Validity refers to the soundness of the arguments.

Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

ELA.11.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.11.R.3.1: Analyze the author's use of figurative language and explain examples of allegory.

Benchmark Clarifications:

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

Clarification 3: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.11.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:

Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.11.R.3.3: Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

Benchmark Clarifications:

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.

Understanding Rhetoric
ELA.11.R.3.4: Evaluate an author's use of rhetoric in text.

Benchmark Clarifications:
Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level.
Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.
Clarification 3: See Secondary Figurative Language.
Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Communication

ELA.11.C.1 Communicating Through Writing

Narrative Writing
ELA.11.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.

Argumentative Writing
ELA.11.C.1.3: Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.
Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.
Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.

Expository Writing
ELA.11.C.1.4: Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing
ELA.11.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

ELA.11.C.2 Communicating Orally

Oral Presentation

ELA.11.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

Benchmark Clarifications:
Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.11.C.3 Following Conventions

Conventions

ELA.11.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Skills to be mastered at this grade level are as follows:

- Use knowledge of usage rules to create flow in writing and presenting.

Clarification 2: See Convention Progression by Grade Level for more information.

ELA.11.C.4 Researching

Researching and Using Information

ELA.11.C.4.1: Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.

Benchmark Clarifications:
Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.11.C.5 Creating and Collaborating

Multimedia

ELA.11.C.5.1: Create digital presentations to improve the experience of the audience.

Benchmark Clarifications:
Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

Technology in Communication

ELA.11.C.5.2: Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

Vocabulary

ELA.11.V.1 Finding Meaning

Academic Vocabulary

ELA.11.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:
Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.11.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:
Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Context and Connotation

ELA.11.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
Clarification 2: See Context Clues and Word Relationships.
Clarification 3: See ELA.11.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.11.R.1.1	ELA.11.R.1.2	ELA.11.R.1.3	ELA.11.R.1.4	ELA.11.R.2.1	ELA.11.R.2.2	ELA.11.R.2.3	ELA.11.R.2.4	ELA.11.R.3.1	ELA.11.R.3.2	ELA.11.R.3.3	ELA.11.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Track and analyze universal themes in literary texts from different times and places.	Analyze the author's choices in using juxtaposition to define character perspective.	Analyze ways in which poetry reflects themes and issues of its time period.	Evaluate the structure(s) and features in texts.	Analyze the central idea(s) of speeches and essays from the Classical Period.	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	Analyze the author's use of figurative language and explain examples of allegory.	Paraphrase content from grade-level texts.	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	Evaluate an author's use of rhetoric in text.
"Book IV" of *History of the Peloponnesian War* by Thucydides					•	•	•			•		•
"Book VII" of *Histories* by Herodotus					•	•	•			•		
"Depart!" from "Book VII" of *The Anabasis of Alexander* by Arrian						•	•			•		•
"Doctrine of Right" from *The Metaphysics of Morals* by Immanuel Kant					•					•		•
"Nature" by Ralph Waldo Emerson										•		•
"O Captain, My Captain" by Walt Whitman		•								•		•

	ELA.11.R.1.1	ELA.11.R.1.2	ELA.11.R.1.3	ELA.11.R.1.4	ELA.11.R.2.1	ELA.11.R.2.2	ELA.11.R.2.3	ELA.11.R.2.4	ELA.11.R.3.1	ELA.11.R.3.2	ELA.11.R.3.3	ELA.11.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Track and analyze universal themes in literary texts from different times and places.	Analyze the author's choices in using juxtaposition to define character perspective.	Analyze ways in which poetry reflects themes and issues of its time period.	Evaluate the structure(s) and features in texts.	Analyze the central idea(s) of speeches and essays from the Classical Period.	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	Analyze the author's use of figurative language and explain examples of allegory.	Paraphrase content from grade-level texts.	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	Evaluate an author's use of rhetoric in text.
"Pericles Funeral Oration" from "Book II" of *History of the Peloponnesian War* by Thucydides						•	•			•		•
"Socrates' Apology" by Plato						•	•			•		•
"The Chimney Sweepers" poems from *Songs of Innocence* and *Songs of Experience* by William Blake		•	•	•						•		
"The Third Philippic" by Demosthenes						•	•	•	•	•		•
"To the Public" by William Lloyd Garrison								•		•		•
"We Wear the Mask" by Paul Dunbar		•		•						•		
Are Women People? by Alice Miller		•		•						•		•

	ELA.11.R.1.1	ELA.11.R.1.2	ELA.11.R.1.3	ELA.11.R.1.4	ELA.11.R.2.1	ELA.11.R.2.2	ELA.11.R.2.3	ELA.11.R.2.4	ELA.11.R.3.1	ELA.11.R.3.2	ELA.11.R.3.3	ELA.11.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Track and analyze universal themes in literary texts from different times and places.	Analyze the author's choices in using juxtaposition to define character perspective.	Analyze ways in which poetry reflects themes and issues of its time period.	Evaluate the structure(s) and features in texts.	Analyze the central idea(s) of speeches and essays from the Classical Period.	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	Analyze the author's use of figurative language and explain examples of allegory.	Paraphrase content from grade-level texts.	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	Evaluate an author's use of rhetoric in text.
Billy Budd by Herman Melville	●	●	●							●		
Book of Psalms from The Bible		●		●					●	●		
Canterbury Tales (Prologue and selected tales) by Geoffrey Chaucer	●	●	●	●					●	●	●	
Confessions of St. Augustine by Augustine of Hippo					●	●	●			●		●
Dante's Inferno by Dante Alighieri	●	●	●	●	●					●	●	
Discourse on Method by Rene Descartes					●			●		●		●
Jane Eyre by Charlotte Brontë	●	●	●							●		
Julius Caesar by William Shakespeare	●	●	●							●		●
Night by Elie Wiesel	●	●	●							●		
On Duties by Cicero					●	●	●	●		●		●

	ELA.11.R.1.1	ELA.11.R.1.2	ELA.11.R.1.3	ELA.11.R.1.4	ELA.11.R.2.1	ELA.11.R.2.2	ELA.11.R.2.3	ELA.11.R.2.4	ELA.11.R.3.1	ELA.11.R.3.2	ELA.11.R.3.3	ELA.11.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Track and analyze universal themes in literary texts from different times and places.	Analyze the author's choices in using juxtaposition to define character perspective.	Analyze ways in which poetry reflects themes and issues of its time period.	Evaluate the structure(s) and features in texts.	Analyze the central idea(s) of speeches and essays from the Classical Period.	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	Analyze the author's use of figurative language and explain examples of allegory.	Paraphrase content from grade-level texts.	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	Evaluate an author's use of rhetoric in text.
On the Social Contract by Jean-Jacques Rousseau					•			•		•		•
One Day in the Life of Ivan Denisovich by Aleksandr Solzhenitsyn	•	•	•							•		
The Dreamer by Pam Muñoz Ryan	•	•								•		
The Federalist Papers by Alexander Hamilton, James Madison and John Jay					•			•		•		
The First Philippics of Cicero against Marcus Antonius by Cicero						•	•	•	•	•		
The Spirit of Laws by Montesquieu					•			•		•	•	•
The Surrender Tree by Margarita Engle	•	•								•		

	ELA.11.R.1.1	ELA.11.R.1.2	ELA.11.R.1.3	ELA.11.R.1.4	ELA.11.R.2.1	ELA.11.R.2.2	ELA.11.R.2.3	ELA.11.R.2.4	ELA.11.R.3.1	ELA.11.R.3.2	ELA.11.R.3.3	ELA.11.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	Track and analyze universal themes in literary texts from different times and places.	Analyze the author's choices in using juxtaposition to define character perspective.	Analyze ways in which poetry reflects themes and issues of its time period.	Evaluate the structure(s) and features in texts.	Analyze the central idea(s) of speeches and essays from the Classical Period.	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.	Analyze the author's use of figurative language and explain examples of allegory.	Paraphrase content from grade-level texts.	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	Evaluate an author's use of rhetoric in text.
Two Treatises of Government by John Locke					•			•		•	•	•
Walden by Henry David Thoreau					•					•		•

12th Grade

Reading

ELA.12.R.1 Reading Prose and Poetry

Literary Elements

ELA.12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.

Benchmark Clarifications:
Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author's attitude
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

Theme

ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.

Benchmark Clarifications:
Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

Perspective and Point of View

ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.

Benchmark Clarifications:
Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

Poetry
ELA.12.R.1.4: Evaluate works of major poets in their historical context.

Benchmark Clarifications:
Sample poets for this benchmark include:

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phillis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

Clarification 1: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.
Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.
Clarification 3: For more information, see Literary Periods.

ELA.12.R.2 Reading Informational Text

Structure
ELA.12.R.2.1: Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective.

Benchmark Clarifications:
Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.

Central Idea
ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

Purpose and Perspective
ELA.12.R.2.3: Evaluate an author's choices in establishing and achieving purpose(s).

Argument
ELA.12.R.2.4: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

Benchmark Clarifications:
Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
Clarification 2: See Rhetorical Appeals and Rhetorical Devices.
Clarification 3: Validity refers to the soundness of the arguments.

ELA.12.R.3 Reading Across Genres

Interpreting Figurative Language

ELA.12.R.3.1: Evaluate an author's use of figurative language.

Benchmark Clarifications:
Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
Clarification 2: See Secondary Figurative Language.

Paraphrasing and Summarizing

ELA.12.R.3.2: Paraphrase content from grade-level texts.

Benchmark Clarifications:
Clarification 1: Most grade-level texts are appropriate for this benchmark.

Comparative Reading

ELA.12.R.3.3: Analyze the influence of classic literature on contemporary world texts.

Benchmark Clarifications:
Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) *British Literature*
- Colonial and Early National Period (1600–1830) *American Literature*
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

Understanding Rhetoric

ELA.12.R.3.4: Evaluate rhetorical choices across multiple texts.

Benchmark Clarifications:
Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.
Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.
Clarification 3: See Secondary Figurative Language.
Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

Communication

ELA.12.C.1 Communicating Through Writing

Narrative Writing

ELA.12.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

Benchmark Clarifications:
Clarification 1: See Writing Types and Narrative Techniques.

Argumentative Writing

ELA.12.C.1.3: Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

Benchmark Clarifications:
Clarification 1: See Writing Types and Elaborative Techniques.
Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.

Expository Writing

ELA.12.C.1.4: Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

Benchmark Clarifications:
Clarification 1: See Writing Types.

Improving Writing

ELA.12.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.

ELA.12.C.2 Communicating Orally

Oral Presentation

ELA.12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

Benchmark Clarifications:
Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.
Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

ELA.12.C.3 Following Conventions

Conventions

ELA.12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Benchmark Clarifications:

Clarification 1: See Convention Progression by Grade Level for more information.

ELA.12.C.4 Researching

Researching and Using Information

ELA.12.C.4.1: Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

Benchmark Clarifications:

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

ELA.12.C.5 Creating and Collaborating

Multimedia

ELA.12.C.5.1: Design and evaluate digital presentations for effectiveness.

Benchmark Clarifications:

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

Technology in Communications

ELA.12.C.5.2: Create, publish, and share multimedia texts through a variety of digital formats.

Vocabulary

ELA.12.V.1 Finding Meaning

Academic Vocabulary

ELA.12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

Benchmark Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Morphology

ELA.12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

Benchmark Clarifications:

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Clarification 3: See Foreign Words and Phrases for a list of commonly used foreign phrases.

Context and Connotation

ELA.12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Benchmark Clarifications:

Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.12.R.3.1 and Secondary Figurative Language.

Sample texts by benchmark

	ELA.12.R.1.1	ELA.12.R.1.2	ELA.12.R.1.3	ELA.12.R.1.4	ELA.12.R.2.1	ELA.12.R.2.2	ELA.12.R.2.3	ELA.12.R.2.4	ELA.12.R.3.1	ELA.12.R.3.2	ELA.12.R.3.3	ELA.12.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.	Analyze two or more themes and evaluate their development throughout a literary text.	Evaluate the development of character perspective, including conflicting perspectives.	Evaluate works of major poets in their historical context.	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	Evaluate an author's choices in establishing and achieving purpose(s).	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the author's rhetoric.	Evaluate an author's use of figurative language.	Paraphrase content from grade-level texts.	Analyze the influence of classic literature on contemporary world texts.	Evaluate rhetorical choices across multiple texts.
Crime and Punishment by Fyodor Dostoevsky	•	•	•							•		•
Don Quixote by Miguel de Cervantes	•	•	•						•	•	•	
Flatland: A Romance of Many Dimensions by Edwin A. Abbott	•	•	•							•		
Hamlet by William Shakespeare	•	•							•	•	•	•
Heart of Darkness by Joseph Conrad	•	•	•						•	•		
King Lear by William Shakespeare	•	•							•	•		•
Life of Julius Caesar by Plutarch					•	•	•	•		•		•

	ELA.12.R.1.1	ELA.12.R.1.2	ELA.12.R.1.3	ELA.12.R.1.4	ELA.12.R.2.1	ELA.12.R.2.2	ELA.12.R.2.3	ELA.12.R.2.4	ELA.12.R.3.1	ELA.12.R.3.2	ELA.12.R.3.3	ELA.12.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.	Analyze two or more themes and evaluate their development throughout a literary text.	Evaluate the development of character perspective, including conflicting perspectives.	Evaluate works of major poets in their historical context.	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	Evaluate an author's choices in establishing and achieving purpose(s).	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the author's rhetoric.	Evaluate an author's use of figurative language.	Paraphrase content from grade-level texts.	Analyze the influence of classic literature on contemporary world texts.	Evaluate rhetorical choices across multiple texts.
Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time by Dava Sobel					•	•	•			•		
Pride and Prejudice by Jane Austen	•	•	•						•	•	•	
Rosencrantz and Guildenstern are Dead by Tom Stoppard	•	•	•						•	•	•	•
The Republic by Plato					•	•	•	•		•		•
The Twelve Caesars by Suetonius					•	•	•	•		•		•
Utopia by Thomas More						•	•	•		•		•
The poetry of Robert Burns	•	•		•					•	•		
The poetry of Countee Cullen	•	•	•	•					•	•		

	ELA.12.R.1.1	ELA.12.R.1.2	ELA.12.R.1.3	ELA.12.R.1.4	ELA.12.R.2.1	ELA.12.R.2.2	ELA.12.R.2.3	ELA.12.R.2.4	ELA.12.R.3.1	ELA.12.R.3.2	ELA.12.R.3.3	ELA.12.R.3.4
	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.	Analyze two or more themes and evaluate their development throughout a literary text.	Evaluate the development of character perspective, including conflicting perspectives.	Evaluate works of major poets in their historical context.	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.	Evaluate an author's choices in establishing and achieving purpose(s).	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the author's rhetoric.	Evaluate an author's use of figurative language.	Paraphrase content from grade-level texts.	Analyze the influence of classic literature on contemporary world texts.	Evaluate rhetorical choices across multiple texts.
The poetry of Emily Dickinson	•	•		•					•	•		
The poetry of John Donne		•		•					•	•		
The poetry of Robert Frost	•	•		•					•	•		
The poetry of Langston Hughes	•	•	•	•					•	•		
The poetry of Percy Bysshe Shelley	•	•		•					•	•		
The poetry of Edna St. Vincent Millay		•	•	•					•	•		
The poetry of Phillis Wheatley	•	•		•						•		

6-12 Foundational Reading Intervention Standards

"Once you learn to read, you will be forever free." – Frederick Douglass

Foundational reading standards are included for secondary students who have a reading deficiency and need targeted instruction. These standards will apply to elective intensive reading and intensive language arts course codes, not core ELA courses. The goal is for targeted skill instruction, outlined by the standards, to make proficient readers of all of Florida's students, no matter their grade level.

ELA.612.F.2 Applying Foundational Reading Skills for Secondary

Phonological Awareness

ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.

a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
b. Accurately segment single-syllable and multisyllabic words.

Benchmark Clarifications:

Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

Phonics and Word Analysis

ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.

a. Use an array of strategies to decode single-syllable and multisyllabic words.
b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

Benchmark Clarifications:

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

Encoding

ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.

a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Benchmark Clarifications:

Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Fluency

ELA.612.F.2.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Benchmark Clarifications:

Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

Appendix A: K-12 ELA Expectations for Students

K-12 ELA Expectations

ELA Expectation	Clarifications
ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1 Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think_____because_____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Appendix B: Reading

What is a Text?

"In academic terms, a text is anything that conveys a set of meanings to the person who examines it."

–The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

For the purposes of text within the standards, the full breadth of the term *text* is intended. The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Text Complexity

There are three components of text complexity: qualitative, quantitative, and student-centered. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text. The quantitative measures are divided by grade band and address the measurable data of a text such as sentence length, word length, and word frequency. Each readability measure has a different formula for calculating the readability of a text.

Text Complexity Quantitative Grade Bands

Quantitative Measures		
Grade Level	**Flesch-Kincaid**	**Lexile**
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L

Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.

Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Sample Titles of Complex Texts by Grade Band

There is no frigate like a book
  To take us lands away,
Nor any coursers like a page
  Of prancing poetry.
This traverse may the poorest take
  Without oppress of toll;
How frugal is the chariot
  That bears a human soul!

–Emily Dickinson

Employ your time in improving yourself by other men's writings so that you shall come easily by what others have labored hard for. – Socrates

This sample list of texts includes selections ranging from the Classical Period of ancient Greece and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories.

The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all of their academic endeavors.

These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar. The list should serve as a guide for teachers, curriculum developers, and test makers as they prepare their instructional units and materials for Florida students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts.

This sample book list is organized into grades for text complexity guidance. The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. Educators should encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

Kindergarten

Title	**Author**
"At the Seaside"	Stevenson, Robert Louis
"The Clock" - a Mother Goose Poem	Unknown
A Mother for Choco	Kasza, Keiko
Brown Bear, Brown Bear	Martin Jr., Bill
Chicka Chicka Boom Boom	Martin, Bill and Archambault, John
Corduroy	Freeman, Don
Curious George	Rey, H.A
Hop on Pop	Dr. Seuss
I am Jackie Robinson	Meltzer, Brad
Mission to Space	Herrington, John
Now We Are Six	Milne, A.A.
On a Farm	Andrews, Alexa
Red is Best	Stinson, Kathy
Rumble in the Jungle	Andreae, Giles
Swimmy	Lionni, Leo
The Bald Eagle	Pearl, Norman
The Carrot Seed	Krauss, Ruth and Crockett Johnson
The Sky Painter: Louis Guertes, Bird Artist	Engle, Margarita
The Very First Americans	Ashrose, Cara
Two Ways to Count to Ten: A Liberian Folktale	Dee, Ruby
Wandering Whale Sharks	Shingu, Susumu
We Have a Little Garden	Potter, Beatrix
Where the Wild Things Are	Sendak, Maurice

1st Grade

Title	**Author**
"Daffodowndilly"	Milne, A.A.
"Eletelephony"	Richards, Laura
A Picture Book of Benjamin Franklin	Adler, David
Chickens Don't Fly	Disiena, Laura Lyn
Clifford the Big Red Dog	Bridwell, Norman
Danny and the Dinosaur	Hoff, Syd
Drum Dream Girl	Engle, Margarita
Fantastic Undersea Life of Jacques Cousteau	Yaccarino, Dan
From Seed to Pumpkin	Pfeffer, Wendy and James Graham
How People Learned to Fly	Hodgkins, Fran
I Am Enough	Byers, Grace
I am Helen Keller	Meltzer, Brad
I Wonder	Hoban, Tana
Keep a Poem in Your Pocket	Schenk de Regniers, Beatrice
Madeline	Bemelmans, Ludwig
My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz	Brown, Monica
Now & Ben: The Modern Inventions of Benjamin Franklin	Barretta, Gene
Police Officers	Bourgeois, Paulette
Put Me in the Zoo	Lopshire, Robert
The Slug	Gravel, Elise
The Tale of Peter Rabbit	Potter, Beatrix
The Three Little Pigs	Halliwell-Phillipps, James
The Tortoise and the Hare	Aesop
The Ugly Duckling	Andersen, Hans Christian
The Velveteen Rabbit	Williams, Margery
The White House	Douglas, Lloyd
Tooth By Tooth: Comparing Fangs, Tusks, and Chompers	Levine, Sara

2nd Grade

Title	**Author**
"Gathering Leaves"	Frost, Robert
"The Crocodile"	Carroll, Lewis
"The Fieldmouse"	Alexander, Cecil Frances
"The Swing"	Stevenson, Robert Louis
A More Perfect Union: The Story of Our Constitution	Maestro, Betsy
Bears on Hemlock Mountain	Dalgliesh, Alice
Bee Dance	Chrustowski, Rick
Eleanor	Cooney, Barbara
Father of the Constitution: A Story about James Madison	Mitchell, Barbara
Four Famished Foxes and Fosdyke	Duncan, Pamela
Give Bees a Chance	Barton, Bethany
In a Pickle and other Funny Idioms	Terban, Marvin
Living or Nonliving?	Hicks, Kelli
Mango, Abuela, and Me	Medina, Meg
One Morning in Maine	McCloskey, Robert
Seven Blind Mice	Young, Ed
Susan B. Anthony: Fighter for Freedom and Equality	Slade, Suzanne
The Coastal Dune Drama: Bob, the Gopher Tortoise	Nash, Katherine Seeds
The Congress of the United States	Taylor-Butler, Christine
The Gingerbread Man	Aylesworth, Jim
The Patchwork Quilt	Flournoy, Valerie
The Runaway Piggy	Luna, James
Vote!	Christelow, Eileen
Wanted Dead or Alive: The True Story of Harriet Tubman	McGovern, Ann
We the Kids: The Preamble of the Constitution of the United States	Catrow, David
Winnie the Pooh	Milne, A.A.

3rd Grade

Title	**Author**
"My Doggy Ate My Essay"	Sardelli, Darren
"There was an Old Man with a Flute"	Lear, Edward
"Toward Those Short Trees"	Shiki, Masaoka
Tula ["Books are Door-shaped"]	Engle, Margarita
Abraham Lincoln: A Life of Honesty	Leslie, Tonya
Charlotte's Web	White, E.B.
Flight	Burleigh, Robert
Frederick Douglass Fights for Freedom	Davidson, Margaret
Honest Abe Lincoln	Adler, David A.
If You Traveled on the Underground Railroad	Levine, Ellen
Matilda	Dahl, Roald
Miracle on 133rd Street	Manzano, Sonia
Moonshot: The Flight of Apollo 11	Floca, Brian
Pablo Neruda: Poet of the People	Brown, Monica
Pippi Longstocking	Lindgren, Astrid
Revolutionary Friends: General George Washington and the Marquis de Lafayette	Castrovilla, Selene
Rosa Parks	Greenfield, Eloise
Sarah, Plain and Tall	MacLachlan, Patricia
Stuart Little	White, E.B.
The Boxcar Children	Warner, Gertrude Chandler
The Children's Book of Virtues	Bennett, William
The Little Prince	de Saint-Exupery, Antoine
The Real McCoy: The Life of an African-American Inventor	Towle, Wendy
The Whipping Boy	Fleischman, Sid
The Wonderful Wizard of Oz	Baum, Frank
To the Moon and Back	Aldrin, Buzz
Who was Betsy Ross?	Buckley, James Jr.

4th Grade

Title	**Author**
"Fish Cheeks"	Tan, Amy
"Mother Doesn't Want a Dog"	Viorst, Judith
Aaron and Alexander: The Most Famous Duel in American History	Brown, Don
Carry on, Mr. Bowditch	Latham, Jean Lee
Casey at the Bat	Thayer, Ernest Lawrence
Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story	Bruchac, Joseph
Esperanza Rising	Ryan, Pam Muñoz
Florida	Orr, Tamra
Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America	Turner, Glennette Tilley
Halfway Down	Milne, A.A.
Homer Price	McCloskey, Robert
Johnny Tremain	Forbes, Esther
Little House on the Prairie	Wilder, Laura Ingalls
On the Wings of Heroes	Peck, Richard
Promises to Keep: How Jackie Robinson Changed America	Robinson, Sharon
Reaching for the Moon	Aldrin, Buzz
Tales of the Odyssey (series)	Osborne, Mary Pope
The Castle in the Attic	Winthrop, Elizabeth
The Declaration of Independence	Landau, Elaine
The Lion, the Witch, and the Wardrobe	Lewis, C.S.
The Story of Science: Aristotle Leads The Way	Hakim, Joy
The Wolf's Story	Forward, Toby
To Catch a Fish	Greenfield, Eloise
Toliver's Secret	Brady, Esther Wood
Where the Red Fern Grows	Rawls, Wilson
Where Was Patrick Henry on the 29th of May?	Fritz, Jean
Who Would Win? (series)	Pallotta, Jerry
William Shakespeare and the Globe	Aliki

5th Grade

Title	**Author**
"I, Too"	Hughes, Langston
"If"	Kipling, Rudyard
"Paul Revere's Ride"	Longfellow, Henry Wadsworth
"The Road Not Taken"	Frost, Robert
Abuelita's Heart	Cordova, Amy
Anne of Green Gables	Montgomery, L.M.
Call it Courage	Sperry, Armstrong
Call Me Maria	Cofer, Judith Ortiz
Chasing Vermeer	Balliett, Blue
City of Ember	DuPrau, Jeanne
Farewell to Manzanar	Houston, Jeanne Wakatsuki and Houston, James D.
Five Children and It	Nesbit, Edith
From the Mixed-Up Files of Mrs. Basil E. Frankweiler	Konigsburg, E.L.
Hidden Figures	Shetterly, Margot
Hurricanes: Earth's Mightiest Storms	Lauber, Patricia
I am Malala	Yousafzai, Malala
Island of the Blue Dolphins	O'Dell, Scott
My Librarian is a Camel: How Books Are Brought to Children Around the World	Ruurs, Margriet
Shh! We're Writing the Constitution	Fritz, Jean
The Secret Garden	Burnett, Frances Hodgson
The Shakespeare Stealer	Blackwood, Gary
The Trail of Tears	Bruchac, Joseph
The Watsons Go to Birmingham	Curtis, Christopher Paul
They Called Her Molly Pitcher	Rockwell, Anne
Thurgood Marshall and the Supreme Court	Kent, Deborah
Volcano: Eruption and Healing of St. Helens	Lauber, Patrica
We the People: The Constitution of the United States of America	Spier, Peter
Written in Bone: Buried Lives of Jamestown and Colonial Maryland	Walker, Sally

6th Grade

Title	**Author**
"Acquainted with the Night"	Frost, Robert
"Eulogy of the Dog"	Vest, George G.
"Farewell Speech"	Gehrig, Lou
"Speech to National Council of Negro Women" (2001)	Rice, Condoleezza
"The House on the Hill"	Robinson, Edwin Arlington
"Two Viewpoints"	Burr, Amelia Josephine
"Yet Do I Marvel"	Cullen, Countee
A Long Walk to Water	Park, Linda Sue
Black Ships before Troy	Sutcliff, Rosemary
Bronze Bow	Speare, Elizabeth George
Down, Down, Down: A Journey to the Bottom of the Sea	Jenkins, Steve
Harriet Tubman: Conductor on the Underground Railroad	Petry, Ann
Hatchet	Paulsen, Gary
Incidents in the Life of a Slave Girl	Jacobs, Harriet
Lincoln: A Photobiography	Freedman, Russell
Little Britches	Moody, Ralph
Little Women	Alcott, Louisa May
Miracle on Maple Hill	Sorensen, Virginia
The Adventures of Pinocchio	Collodi, Carlo
The Book of Virtues for Young People: A Treasury of Great Moral Stories	Bennett, William
The Devil's Arithmetic	Yolen, Jane
The Hiding Place	ten Boom, Corrie
The Phantom Tollbooth	Juster, Norton
Tales of the Greek Heroes	Green, Roger Lancelyn
Treasure Island	Stevenson, Robert Louis

7th Grade

Title	**Author**
"Address Before a Joint Session of the Congress, November 27, 1963"	Johnson, Lyndon Baines
"An Occurrence at Owl Creek Bridge"	Bierce, Ambrose
"Citizenship and Leadership" from *The Moral Compass: Stories for a Life's Journey*	Bennett, William
"Do Not Go Gentle into That Good Night"	Thomas, Dylan
"Farewell Address"	Eisenhower, Dwight
"Give Me Liberty or Give Me Death" Speech	Henry, Patrick
"On First Looking Into Chapman's Homer"	Keats, John
"On Women's Right to Vote"	Anthony, Susan B.
"Sonnet 18"	Shakespeare, William
"The Destructive Male"	Stanton, Elizabeth
"The Eyes Have It"	Dick, Philip K.
"The New Colossus"	Lazarus, Emma
"The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting"	Adams, Samuel
"the sonnet-ballad"	Brooks, Gwendolyn
"The Tell-Tale Heart"	Poe, Edgar Allan
Book of Esther	The Bible
Freedom Walkers	Freedman, Russell
George vs. George: The American Revolution as Seen from Both Sides	Schanzer, Rosalyn
Old Yeller	Gibson, Fred
The Adventures of Tom Sawyer	Twain, Mark
The Count of Monte Cristo	Dumas, Alexandre
The Kon-Tiki Expedition: By Raft Across the South Seas	Heyerdahl, Thor
The Long Road to Gettysburg	Murphy, Jim
Narrative of the Life of Frederick Douglass	Douglass, Frederick
The Prince and the Pauper	Twain, Mark
The Red Umbrella	Gonzalez, Christina Diaz
The Twenty-One Balloons	Pène du Bois, William
The Yearling	Rawlings, Marjorie Kinnan

8th Grade

Title	**Author**
"9/11 Address to the Nation"	Bush, George W.
"A Day that Will Live in Infamy"	Roosevelt, Franklin
"Ain't I a Woman?"	Truth, Sojourner
"Blessings of Liberty and Education"	Douglass, Frederick
"Introduction to Poetry"	Collins, Billy
"Parsley"	Dove, Rita
"The Bells"	Poe, Edgar Allan
"The Cremation of Sam McGee"	Service, Robert
"The Gift of the Magi"	Henry, O.
"The Raven"	Poe, Edgar Allen
"The Yellow Wallpaper"	Gilman, Charlotte Perkins
"We Real Cool"	Brooks, Gwendolyn
"What Does American Democracy Mean to Me?"	Bethune, Mary McLeod
Anne Frank: Diary of a Young Girl	Frank, Anne
Dr. Jekyll and Mr. Hyde	Stevenson, Robert Louis
I Will Always Write Back	Alifirenka, Caitlin, Welch, Liz, Ganda, Martin
Long Walk to Freedom	Mandela, Nelson
Rip Van Winkle	Irving, Washington
Shane	Schaefer, Jack
Sir Gawain and the Green Knight	Gawain Poet (unknown)
Swiss Family Robinson	Wyss, Johann David
Team Moon: How 400,000 People Landed Apollo 11 on the Moon	Thimmesh, Catherine
The Call of the Wild	London, Jack
The Chosen	Potok, Chaim
The Hobbit	Tolkien, J.R.R.
The Princess and the Goblin	MacDonald, George
The Wright Brothers: How They Invented the Airplane	Freedman, Russell
Things Fall Apart	Achebe, Chinua
To Kill a Mockingbird	Lee, Harper
Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert	Aronson, Marc

9th Grade

Title	Author
"A Modest Proposal"	Swift, Jonathan
"A Very Old Man with Enormous Wings"	Marquez, Gabriel Garcia
"A White Heron"	Jewett, Sarah Orne
"Bringing My Son to the Police Station to be Fingerprinted"	Sky, Shoshauna
"Choice: A Tribute to Dr. Martin Luther King, Jr."	Walker, Alice
"Danger of a Single Story"	Adichie, Chimamanda Ngozi
"I Have a Dream"	King, Jr., Martin Luther
"Industrial Education for the Negro"	Washington, Booker T.
"Letter from Birmingham Jail"	King, Jr., Martin Luther
"Letter to the Grand Duchess in 1615"	Galilei, Galileo
"Nobel Prize Acceptance Speech 1950"	Faulkner, William
"St Crispin's Day Speech," *Henry V*, Act IV Scene iii 18–67	Shakespeare, William
"Speech to the Troops" 1588	Elizabeth I
"The Love Song of J. Alfred Prufrock"	Eliot, T.S.
"The Talented Tenth"	DuBois, W.E.B
1984	Orwell, George
Animal Farm	Orwell, George
Antigone	Anouilh, Jean
Antigone	Sophocles
Beowulf	Unknown
Democracy in America	de Tocqueville, Alexis
Electra	Sophocles
Finding Mañana: A Memoir of a Cuban Exodus	Ojito, Mirta
Medea	Euripides
Old Greek Stories	Baldwin, James
Romeo and Juliet	Shakespeare, William
The Aeneid	Virgil
The Death of Ivan Ilyich	Tolstoy, Leo
The Epic of Gilgamesh	Unknown
The Hero with a Thousand Faces	Campbell, Joseph
The Iliad	Homer
The Lincoln-Douglas Debates 1st Debate	Douglas, Stephen and Lincoln, Abraham
The Odyssey	Homer
The Prince	Machiavelli, Niccolai
Unbroken	Hillenbrand, Laura

10th Grade

Title	Author
"Address to William Henry Harrison"	Chief Tecumseh
"Checkers" Speech	Nixon, Richard
"Constantly Risking Absurdity"	Ferlinghetti, Lawrence
"Cross of Gold" Speech	Bryan, William Jennings
"Farewell Address"	Washington, George
"Farewell Speech"	MacArthur, Gen. Douglas
"For the Equal Rights Amendment"	Chisholm, Shirley
"House Divided" Speech	Lincoln, Abraham
"I Am a Democrat and not a Revolutionist"	Hill, Sen. David Bennett
"Not Waving But Drowning"	Smith, Stevie
"Ozymandias"	Shelley, Percy Bysshe
"Sinners in the Hands of an Angry God"	Edwards, Jonathan
"Thanatopsis"	Bryant, William Cullen
"The Second Coming"	Yeats, William Butler
"The Story of Pygmalion" from *Metamorphoses*	Ovid
"What to the Slave Is the Fourth of July?"	Douglass, Frederick
"What's Wrong with 'Equal Rights' for Women?"	Schlafly, Phyllis
2 Samuel	The Bible
A Raisin in the Sun	Hansberry, Lorraine
A Tale of Two Cities	Dickens, Charles
Common Sense	Paine, Thomas
Cry, The Beloved Country	Paton, Alan
Fahrenheit 451	Bradbury, Ray
Frankenstein	Shelley, Mary
Galatea	Miller, Madeline
Land of Hope: An Invitation to the Great American Story	McClay, Wilfred M.
Lord of the Flies	Golding, William
Macbeth	Shakespeare, William
Midsummer Night's Dream	Shakespeare, William
Of Mice and Men	Steinbeck, John
Prometheus Unbound	Shelley, Percy Bysshe
Pygmalion	Shaw, George Bernard
The Autobiography of an Ex-Colored Man	Johnson, James Weldon
The Crucible	Miller, Arthur
The Piano Lesson	Wilson, August
The Red Badge of Courage	Crane, Stephen
The Scarlet Letter	Hawthorne, Nathaniel
The Souls of Black Folk	DuBois, W.E.B.
Uncle Tom's Cabin	Stowe, Harriet Beecher
Up from Slavery	Washington, Booker T.

11th Grade

Title	Author
"Book IV" of *History of the Peloponnesian War*	Thucydides
"Book VII" of *Histories*	Herodotus
"Depart!" from "Book VII" of *The Anabasis of Alexander*	Arrian
"Doctrine of Right" from *The Metaphysics of Morals*	Kant, Immanuel
"Nature"	Emerson, Ralph Waldo
"O Captain, My Captain"	Whitman, Walt
"Pericles Funeral Oration" from "Book II" of *History of the Peloponnesian War*	Thucydides
"Socrates' Apology"	Plato
"The Chimney Sweepers" poems from *Songs of Innocence* and *Songs of Experience*	Blake, William
"Third Philippic"	Demosthenes
"To the Public"	Garrison, William Lloyd
"We Wear the Mask"	Dunbar, Paul
Are Women People?	Miller, Alice
Billy Budd	Melville, Herman
Book of Psalms	The Bible
Canterbury Tales (Prologue and selected tales)	Chaucer, Geoffrey
Confessions of St. Augustine	Augustine of Hippo
Dante's Inferno	Alighieri, Dante
Discourse on Method	Descartes, René
Jane Eyre	Brontë, Charlotte
Julius Caesar	Shakespeare, William
Night	Wiesel, Elie
On Duties	Cicero
On the Social Contract	Rousseau, Jean-Jacques
One Day in the Life of Ivan Denisovich	Solzhenitsyn, Aleksandr
The Dreamer	Ryan, Pam Muñoz
The Federalist Papers	Hamilton, Alexander; Madison, James; and Jay, John
The First Philippics of Cicero against Marcus Antonius	Cicero
The Spirit of Laws	Montesquieu
The Surrender Tree	Engle, Margarita
Two Treatises of Government	Locke, John
Walden	Thoreau, Henry David

12th Grade

Title	Author
Crime and Punishment	Dostoevsky, Fyodor
Don Quixote	Cervantes, Miguel de
Flatland: A Romance of Many Dimensions	Abbott, Edwin A.
Hamlet	Shakespeare, William
Heart of Darkness	Conrad, Joseph
King Lear	Shakespeare, William
Life of Julius Caesar	Plutarch
Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time	Sobel, Dava
Pride and Prejudice	Austen, Jane
Rosencrantz and Guildenstern Are Dead	Stoppard, Tom
The Republic	Plato
The Twelve Caesars	Suetonius
Utopia	More, Thomas
The poetry of Robert Burns	Burns, Robert
The poetry of Countee Cullen	Cullen, Countee
The poetry of Emily Dickinson	Dickinson, Emily
The poetry of John Donne	Donne, John
The poetry of Robert Frost	Frost, Robert
The poetry of Langston Hughes	Hughes, Langston
The poetry of Percy Bysshe Shelley	Shelley, Percy Bysshe
The poetry of Edna St. Vincent Millay	Millay, Edna St. Vincent
The poetry of Phillis Wheatley	Wheatley, Phillis

Literary Periods

Classical (1200 BCE–455 CE)		Medieval (455 CE–1485 CE)		Renaissance (1300–1660)	
Features	Authors	Features	Authors	Features	Authors
• Focus on balance and form • Emphasis on reason vs. irrationality/ chaos • Incorporation of myth • Direct expression • Emergence of conventions such as the deus ex machina and the chorus • Emphasis on the relationship of man to the gods	• Plato • Socrates • Aristotle • Aesop • Euripides • Aeschylus • Sophocles • Homer • Sappho • Virgil • Ovid	• Starts with a continuation of the focus on the epic hero • "Epics" are written in the vernacular and do not follow all of the features of classical epics • Later in the period, a shift in focus to everyday, common people • Dictated memoirs	• Author Unknown - Beowulf • Author Unknown - Gawain poet • Author Unknown - The Nibelungenlied • Dante Alighieri • Geoffrey Chaucer • Geoffrey of Monmouth • Giovanni Boccaccio • Marco Polo • Margery Kempe • Omar Khayyam • Thomas Malory	• New thinking, innovation and philosophy • A "rebirth" returning to many of the ideas of the Classical period • Focus on philosophy • Humanistic ideals • Greater reproduction and distribution of literature because of invention of the printing press • Recovery of ancient texts	• Ben Johnson • Christopher Marlowe • Edmund Spenser • John Donne • John Milton • Miguel de Cervantes • Moliere • Niccolo Machiavelli • Petrarch • Thomas More • William Shakespeare

Restoration and 18th Century (1660–1790)		Colonial and Early National (1600–1830)		Romantic (1790–1870)	
Features	Authors	Features	Authors	Features	Authors
• A great age of satire in English literature, including a flowering of comic drama • Revival of classical models (Dryden did a famous translation of The Aeneid, Pope of The Odyssey) • Rise of the novel as a major literary form • Concern over the boundary between reason and madness	• John Dryden • William Congreve • John Gay • Daniel Defoe • Alexander Pope • Jonathan Swift • Thomas Gray • Samuel Johnson	• Puritan influence strongest during first part of period • Largely marked by short prose • Rooted in colonial and early national beliefs • Inspired by cultural, societal, and political forces • Rhetorical devices and persuasive writing techniques • The rise of the short story as a form	• Alexander Hamilton • Anne Bradstreet • Benjamin Franklin • Cotton Mather • James Madison • Jonathan Edwards • Olaudah Equiano • Phillis Wheatley • Thomas Paine • Washington Irving • William Cullen Bryant	• Emphasis on imaginative freedom and modern individualism • Experiments with form and style • Inspired by nature, emotion, and sensibility	• Alfred Lord Tennyson • Brontë Sisters • Charles Dickens • Edgar Allan Poe • Emily Dickinson • Henry David Thoreau • Jane Austen • John Keats • Nathaniel Hawthorne • Ralph Waldo Emerson • Walt Whitman • William Wordsworth • Samuel Taylor Coleridge

Realism and Naturalism (1870–1910)		Modernist (1910–1945)		Contemporary (1945–Present)	
Features	Authors	Features	Authors	Features	Authors
• Focus on real life experiences and human frailty • In American Realism, focus on regional culture • Emphasis on social commentary	• Abraham Lincoln • Booker T. Washington • Edith Wharton • Jack London • James Weldon Johnson • Mark Twain • Nelly Bly • Stephen Crane • Theodore Dreiser • W.E.B. DuBois • Willa Cather	• Strong reactions to established religious, political, and social views • Thematic, formal and stylistic innovation	• e.e. cummings • Ernest Hemingway • F. Scott Fitzgerald • John Steinbeck • Langston Hughes • Richard Wright • Robert Frost • Sinclair Lewis • William Faulkner • Zora Neale Hurston • T.S. Eliot	• Because of globalization and on-demand printing, the contemporary period is too broad in scope to be defined by common features.	• Adrienne Rich • Alice Walker • Anne Sexton • Elizabeth Bishop • Eudora Welty • Flannery O'Connor • Gwendolyn Brooks • James Baldwin • Lorraine Hansberry • Ray Bradbury • Tennessee Williams

Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civic Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades.
They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

Kindergarten-1st Grade

Title	Author
A Picture Book of Benjamin Franklin	Adler, David A.
D is for Democracy: A Citizen's Alphabet	Grodin, Elissa
George Washington	Abraham, Philip
I Pledge Allegiance	Martin, Bill Jr. and Sampson, Michael
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address	Fritz, Jean
Liberty Rising	Shea, Pegi Deitz
Red, White, and Blue: The Story of the American Flag	Herman, John
Saving the Liberty Bell	McDonald, Megan
The Bald Eagle	Pearl, Norman
The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks	Rosenstock, Barb
The Flag We Love	Ryan, Pam Munoz
The Liberty Bell	Firestone, Mary
The Star-Spangled Banner	Spier, Peter
The Very First Americans	Ashrose, Cara
The White House	Douglas, Lloyd G.
Woodrow, the White House Mouse	Barnes, Peter

2nd-3rd Grade

Title	Author
A More Perfect Union: The Story of Our Constitution	Maestro, Betsy
Eleanor	Cooney, Barbara
Father of the Constitution: A Story about James Madison	Tavoularis, Alex and Mitchell, Barbara
Revolutionary Friends: General George Washington and the Marquis de Lafayette	Castrovilla, Selene
Susan B. Anthony: Fighter for Freedom and Equality	Slade, Suzanne
The Congress of the United States	Taylor-Butler, Christine
The Declaration of Independence from A to Z	Osornio, Catherine
The Story of the Statue of Liberty	Maestro, Betsy and Giulio
The Tuttle Twins and the Miraculous Pencil	Boyack, Connor
The Tuttle Twins Learn About the Law	Boyack, Connor
Vote!	Christelow, Eileen
We Live Here Too!: Kids Talk About Good Citizenship	Loewen, Nancy
We the Kids: The Preamble to the Constitution of the United States	Catrow, David
We the People	Cheney, Lynne
What are the Branches of Government?	Matzke, Ann
What is a Government?	Bedesky, Baron

4th-5th Grade

Title	Author
Before Columbus: The Americas of 1491	Mann, Charles C.
Bill of Rights	Madison, James
Declaration of Independence	Landau, Elaine
Florida	Orr, Tamra B.
James Madison: Champion of Liberty and Justice	Kaminski, John
Shh! We're Writing the Constitution	Fritz, Jean
The Bill of Rights	Burgan, Michael
The Constitution	Colman, Warren
The Emancipation Proclamation	Heinrichs, Ann
The Gettysburg Address (1863)	Lincoln, Abraham
The Great Seal of the United States	DeGezelle, Terri
The Reconstruction Amendments	Burgan, Michael
The U.S. Constitution and You	Sobel, Syl
United States Constitution	Founding Fathers
What Are the Parts of Government?	Thomas, William David

6th-8th Grade

Title	Author
A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant	Krull, Kathleen
Alexander Hamilton: The Outsider	Fritz, Jean
Democracy	Hurwitz, Sue
Explaining America: The Federalist	Wills, Garry
Government and Democracy	Ogden, Charlie
Letters from an American Farmer	de Crèvecoeur, J. Hector St. John
Lincoln: A Photobiography	Freedman, Russell
Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787	Bowen, Catherine Drinker
Narrative of the Life of Frederick Douglass	Douglass, Frederick
The Democratic Process	Friedman, Mark
The Rights of the Colonists	Adams, Samuel
Words We Live By: Your Annotated Guide to the Constitution	Monk, Linda R.

Supreme Court Cases

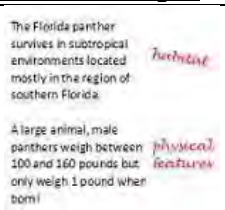
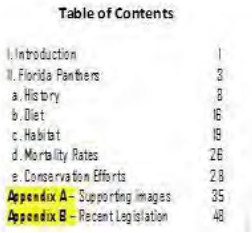
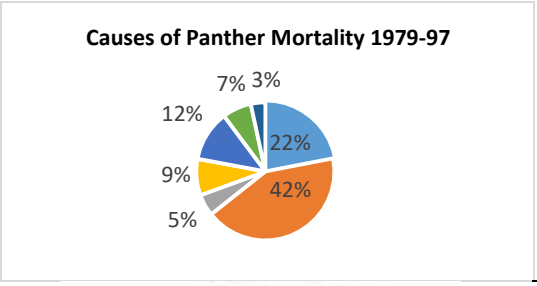
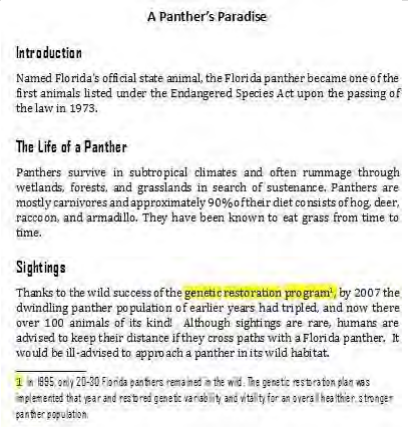
Brown v. Board of Education (1954)	Marbury v. Madison (1803)
Citizens United v. Federal Election Commission (2010)	McCulloch v. Maryland (1819)
Dred Scott v. Sandford (1857)	Miranda v. Arizona (1966)
Gideon v. Wainwright (1963)	Plessy v. Ferguson (1896)
Korematsu v. United States (1944)	Schenck v. United States (1919)
Loving v. Virginia (1967)	

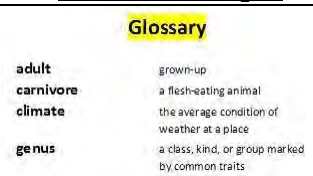
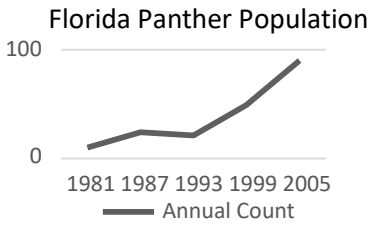
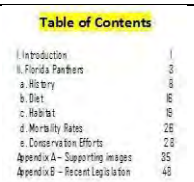
9th-12th Grade

Title	Author
1838 Florida Constitution	
Autobiography of Benjamin Franklin	Franklin, Benjamin
Civil Disobedience	Thoreau, Henry David
Commentaries on the Laws of England	Blackstone, William
Common Sense	Paine, Thomas
Current Florida Constitution	
Democracy in America	de Tocqueville, Alexis
English Declaration of Rights	Parliament of England
Federalist Papers	Hamilton, Alexander; Madison, James; and Jay, John
For the Equal Rights Amendment (1969)	Chisholm, Shirley
Land of Hope: An Invitation to the Great American Story	McClay, Wilfred M.
Letter from Birmingham Jail	King, Martin Luther Jr.
Leviathan	Hobbes, Thomas

Title	Author
Magna Carta	King John of England and Archbishop of Canterbury Langton, Stephen
Mayflower Compact	Bradford, William
Notes on the Constitutional Convention	Madison, James
Out of Order: Stories from the History of the Supreme Court	O'Connor, Sandra Day
Second Inaugural Address (1865)	Lincoln, Abraham
Second Treatise on Government	Locke, John
Speech to Congress on Voting Rights (1965)	Johnson, Lyndon
The New Nationalism (1910)	Roosevelt, Theodore
The Republic	Plato
The Spirit of the Laws	Montesquieu
Virginia Declaration of Rights	Mason, George

Text Features

Text Feature	***Descriptor***	***Note or Example***
Annotation	A written note added to a text by way of comment or explanation.	
Appendix	A section or table containing additional content or information at the end of a text.	Some texts have multiple appendices. 
Caption	A title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.	 The Florida panther (pictured above) has short, light brown fur.
Chart	A visual representation of data or a visual depiction of information.	Pie charts, like the one below, are often used to convey additional information related to a text's topic. 
Footnote	A note of reference, explanation, or comment printed at the bottom of a page.	

Text Feature	***Descriptor***	***Note or Example***
Glossary	An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.	
Graph	A visual representation of data.	A line graph is used to convey additional information relevant to a text's topic. 
Heading	The title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.	Headings are often written in a larger print than other text on the page. Some headings are bold or are printed in a different color.
Illustration	A drawing used to emphasize an aspect of the text or to add reader interest.	
Photograph	A picture taken with a camera that reflects actual objects, settings, or events, and is usually related to the topic of the text.	
Table of Contents	An outline of chapters or section titles and their corresponding pages in a larger text.	
Title	The name of an article, book, or other literary work or document.	The *title* of a text often identifies or refers to its topic.

Text Structures

Text structure, also referred to as an organizational pattern, refers to how a text is organized. Below are six common text structures used by authors of expository texts.

Note: Some signal words/phrases appear in more than one text structure.

Text Structure	***Descriptor***	***Signal Words/Phrases***	***Example***
Description	Information is presented in sections that often begin with a central idea and are followed by an elaboration of the features, characteristics, or examples of the subject at hand.	Characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate.	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.
Problem and Solution	Information is conveyed as an issue or a problem of concern and solution(s) are proposed or explained.	An answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved.	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.
Chronological	Facts, events, or details are presented in the order in which they occurred in time. * **(not to be confused with sequential)*	On, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when.	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.
Compare and Contrast	The similarities and/or differences of two or more people, things, concepts, or ideas are presented.	Alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly;	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.
Cause and Effect	Information reflects a causal relationship. The description of what happened is the *effect* and the detail(s) related to why it happened is the *cause*.	As a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless.	An article explains the effects of increasing construction on the habitats of endangered species.
Sequence	Information is presented as a series of instructions or steps in a process.	First; second; third; at once; after; before; during; finally; following; last; next.	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.

Figurative Language

Elementary Figurative Language

Figurative Language	***Description***	***Example***
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.

Secondary Figurative Language

Figurative Language	***Description***	***Example***
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	"Doubting, dreaming dreams no mortal ever dared to dream before" - "The Raven," Edgar Allan Poe
allusion	A brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance	"The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth everywhere." *Walden*, Henry David Thoreau
hyperbole	Exaggerated statements or claims not meant to be taken literally	"At that time Bogota was a remote, lugubrious city where an insomniac rain had been falling since the beginning of the 16th century." -*Living to Tell the Tale*, Gabriel García Márquez
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	"Old Marley was as dead as a door-nail." -*A Christmas Carol*, Charles Dickens
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	"Or sinking as the light wind lives or dies; And full-grown lambs loud bleat from hilly bourn; Hedge-crickets sing; and now with treble soft The redbreast whistles from a garden-croft, And gathering swallows twitter in the skies." -"To Autumn," John Keats
meiosis (understatement)	The presentation of a thing with underemphasis especially in order to achieve a greater effect; understatement	"Ay, ay, a scratch, a scratch." -Mercutio after he is mortally wounded by Tybalt - *Romeo and Juliet*, Shakespeare
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	"Our words are but crumbs that fall down from the feast of the mind." -*Sand and Foam*, Khalil Gibran
onomatopoeia	The forming of a word (as "buzz" or "hiss") in imitation of a natural sound	"Keeping time, time, time, In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the bells, bells, bells, bells, Bells, bells, bells— From the jingling and the tinkling of the bells." -"The Bells," Edgar Allan Poe
personification	Representing a thing or idea as a person in art, literature	"Because I could not stop for Death – He kindly stopped for me – The Carriage held but just Ourselves – And Immortality." - "Because I could not stop for Death," Emily Dickinson
simile	A comparison of two unlike things, often introduced by like or as	"In the eastern sky there was a yellow patch like a rug laid for the feet of the coming sun . . ." - "The Red Badge of Courage," Stephen Crane

Rhetoric

Rhetorical Devices

Device	***Description***	***Example***
Antithesis an-ˈti-thə-səs	the rhetorical contrast of ideas by means of parallel arrangements of words, clauses, or sentences	"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way." *A Tale of Two Cities,* Charles Dickens
Asyndeton ə-ˈsin-də-ˌtän	omission of the conjunctions that ordinarily join coordinate words or clauses	"I came; I saw; I conquered." *Julius Caesar,* William Shakespeare
Chiasmus kī-ˈaz-məs	an inverted relationship between the syntactic elements of parallel phrases	"In his face Divine compassion visibly appeerd Love without end, and without measure Grace" *Paradise Lost,* John Milton
Irony	the use of words to express something other than and especially the opposite of the literal meaning	"Go ask his name: if he be married. My grave is like to be my wedding bed." *Romeo and Juliet,* William Shakespeare
Metonymy mə-ˈtä-nə-mē	a figure of speech consisting of the use of the name of one thing for that of another of which it is an attribute or with which it is associated	"The pen is mightier than the sword." Edward Bulwer Lytton
Rhetorical question	a statement made in the form of a question with no expectation of an answer	"To be or not to be—that is the question. Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them?" *Hamlet,* William Shakespeare
Synecdoche sə-ˈnek-də-(ˌ)kē	a figure of speech by which a part is put for the whole	"I had not intended to love him; the reader knows I had wrought hard to extirpate from my soul the germs of love there detected; and now, at the first renewed view of him, they spontaneously arrived, green and strong! He made me love him without looking at me." *Jane Eyre,* Charlotte Brontë -
Zeugma ˈzüg-mə	the use of a word to modify or govern two or more words usually in such a manner that it applies to each in a different sense or makes sense with only one	"Miss Bolo…went home in a flood of tears and a sedan chair." *Pickwick Papers,* Charles Dickens

Rhetorical Appeals

Rhetoric	***Descriptor***	***Example***
Ethos	An appeal to credibility, ethics, or moral principles	A text written to encourage support for the protection of the Florida panther features an interview with a renowned biologist who is an expert on endangered species.
Kairos	An appeal to time or place	A text written to evoke haste in responding to the declining Florida panther population discusses the implication of panther mortality rates.
Logos	An appeal to logic or reason	A text incorporates sound reasoning supported by the citation of relevant statistics in order to attract monetary support for legislation proposed to protect endangered species.
Pathos	An appeal to emotion	A text includes the use of vivid, emotive language, intended to incite intense feeling in a reader regarding the destruction of the Florida panther's natural habitat.

Archetypes

Character Archetypes

Archetype	***Motivation***	***Descriptors***	***Example***
The Everyman	Connect with others	The good old boy, regular guy/girl, the person next door, the working stiff, the solid citizen, the good neighbor, the silent majority	Dr. John Watson from *The Adventures of Sherlock Holmes*
The Jester		The fool, trickster, joker, practical joker, comedian	Tigger from *The House at Pooh Corner*
The Lover		The partner, friend, intimate, enthusiast, sensualist, spouse, team-builder	Romeo from *Romeo and Juliet*
The Hero	Leave a mark on the world	The warrior, crusader, rescuer, superhero, the soldier, dragon slayer, the winner, the team player	Aragorn from *Lord of the Rings*
The Magician		The visionary, catalyst, inventor, charismatic leader, shaman, healer, medicine man	Merlin from *The Sword and the Stone*
The Rebel		The rebel, revolutionary, wild man, the misfit, iconoclast	Viktor Frankenstein in *Frankenstein*
The Caregiver	Provide structure to the world	The saint, altruist, parent, helper, supporter	"Marmee" March from *Little Women*
The Creator/Artist		The artist, inventor, innovator, musician, writer, dreamer	Pippi Longstocking from *Pippi Longstocking*
The Ruler		The boss, leader, aristocrat, king, queen, politician, role model, manager, administrator	Macbeth from *Macbeth*
The Explorer	Yearn for paradise	The seeker, iconoclast, wanderer, individualist, pilgrim	James from *James and the Giant Peach*
The Innocent		He or she is inexperienced, with many weaknesses, and seeks safety with others	Dorothy from *The Wonderful Wizard of Oz*
The Sage		The expert, scholar, detective, advisor, thinker, philosopher, academic, researcher, thinker, planner, professional, mentor, teacher, contemplative	Mary Poppins from *Mary Poppins*

Setting/Situation Archetypes

Archetype Setting/Situation	***Description***
The Garden	A place of purity; cultivation
The Forest	Represents fertility, home of the Great Mother, symbolically primitive
A Tree	Represents life and knowledge
A Cave	Turning inward; deep down where a character delves into himself, becomes invisible
A Mountain	The highest peak; place to gain greatest insight
A River	A place of reflection or rebirth; crossing borders or new territory
The Sea	Vast, alien, chaotic, dangerous; waves may symbolize measures of time and represent eternity or infinity
An Island	A place of isolation; a small world unto itself; microcosm
Battle of Good and Evil	Good ultimately triumphs
Death and Rebirth	Shows the circle of life
Innate Wisdom vs. Educated Stupidity	A character will have intuition and knowledge that is better than those in charge
The Initiation	A character matures and takes responsibility
The Journey	The hero confronts trials along the way
The Quest	The search for someone or something
The Task	Something that must be done
The Small Town	This is where everyone knows everyone and judges them, so it represents intolerance

Symbol Archetypes

Archetype Symbol	***Description***
River	Life, flow of time
Wheel	A complete cycle
Water	Purification
Rising Sun	Birth, beginning
Setting Sun	Death, ending
Circle	Unity
Snake	Evil
Light	Hope, renewal
Dark	Despair, ignorance
Fire	Knowledge, rebirth

Types of Logical Reasoning

Deductive	Inductive	Abductive
Characteristics:		
• Begins with a premise • Uses a given fact or set of facts to deduce other facts • Does not provide new information • Follows a pattern, "if this is true, then this is also true" • Begins with the general and moves to the specific	• Begins with a specific observation and applies to a broad conclusion	• Begins with a pattern or a trend • Uses a pattern to extrapolate information consistent with the given pattern • Begins with the specific and moves to generalize
Examples:		
Premise: Whales are mammals. Fact: A beluga is a type of whale. Conclusion: A beluga is a mammal.	Observation: The bakery across the street always has a line out the door. Conclusion: The bakery sells delicious treats.	Pattern: My grandparents all have grey hair. Conclusion: All elderly people have grey hair.

Fallacies in Reasoning (Informal)

Logical fallacies are errors found in the reasoning of an argument. The errors are often in the form of invalid arguments or are irrelevant or flawed points that undermine or weaken the argument. The table below contains descriptions and examples of several common logical fallacies.

Type	***Description***	***Example in Literature***
Ad hominem	An attack on or criticism of someone's character rather than the logic or content of the argument	"Excessive pride and envy have destroyed Jean-Jacques, my illustrious philosopher. That monster dares speak of education!" -Voltaire to d'Alembert, June 17, 1762.
Ad populum	Also referred to as the "bandwagon fallacy;" appeals to the popularity of a practice or concept as a method of persuasion	"Do you not consider yourself already refuted, Socrates, when you put forward views that nobody would accept? Why, ask anyone present!" -*Gorgias*, Plato, 380 BC
Hasty Generalization	A general statement or conclusion that is made without sufficient evidence	"Danforth, *finishing the reading*: '…You have no legal training, Mr. Corey?' Giles, *very pleased*: 'I have the best, sir - I am thirty-three time in court in my life. And always plaintiff, too.' Danforth: 'Oh, then you're much put-upon.' -Act III, *The Crucible*, Arthur Miller
Red Herring	A tactic that is used to distract from an argument by avoiding key issues or ignoring opposing views	"I have found that there are so many deserving stenographers and secretaries in Washington that needed the work that I just didn't feel it was right to put my wife on the pay roll. My wife sitting over there. She is a wonderful stenographer. She used to teach stenography and she used to teach shorthand in high school. That was when I met her. And I can tell you folks that she has worked many hours on Saturdays and Sundays in my office, and she has done a fine job, and I am proud to say tonight that in the six years I have been in the Senate of the United States Pat Nixon has never been on the Government pay roll." -"Checker's Speech", Richard Nixon, September 23, 1952.
Slippery Slope	A conclusion based on the premise, "if this, then that" Often, the assembly of a causal chain of events that result in an unlikely or extreme outcome	"What we see in El Salvador is an attempt to destabilize the entire region and eventually move chaos and anarchy toward the American border." "Address to the Nation on United States Policy in Central America," Ronald Reagan, May 9, 1984.

Type	***Description***	***Example in Literature***
Strawman	The oversimplification of and subsequent attack on the viewpoint of another or the misrepresentation of the viewpoint of another	"It was a little cocker spaniel dog in a crate that he'd sent all the way from Texas. Black and white spotted. And our little girl—Tricia, the 6-year-old—named it Checkers. And you know, the kids, like all kids, love the dog and I just want to say this right now, that regardless of what they say about it, we're gonna keep it." "Checker's Speech," Richard Nixon, September 23, 1952.
False Analogy	An analogy that incorrectly connects two things based on other shared characteristics	"I must frame the argument like this: if his position is furthered, his character will fulfill these predictions. And therefore we should liken him to a serpent's egg—once it has hatched, it becomes dangerous, like all serpents. Thus we must kill him while he's still in the shell." *Julius Caesar,* William Shakespeare, 1599.
Circular Reasoning	The use of an argument's conclusion as a premise for proving the argument (assuming what it is attempting to prove)	"There's ne'er a villain dwelling in all Denmark / But he's an arrant knave." *Hamlet,* William Shakespeare, 1600.
Non sequitur	A conclusion or reply that does not follow the previous statement in a logical manner	"Comrades!' he cried. 'You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink the milk and eat those apples." *Animal Farm,* George Orwell, August 17, 1945.

Appendix C: Communication

Communicating through Writing
Writing Types

Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.

Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards.
Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's perspective, or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.

Note: In grades K-5, the term "opinion" refers to the evolving form of argument.
Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.

Note: Students' proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1–2.4).
Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Narrative Techniques

Narrative techniques refer to the methods writers use to tell a story, deliver content, or convey a message. Narrative techniques are distinguished from literary elements as they are not *all* specific to literary text.

Technique	***Descriptor***	***Note***
Description	The details a writer uses to convey a message or develop literary elements	Description includes (but is not limited to) sensory details, literal and figurative language.
Dialogue	A conversation between two or more characters	Dialogue can be used for multiple purposes including the advancement a plot or development a character.
Flashback	A writing technique used to alter time in order to convey a past event or significant occurrence	While many instances of flashback are incorporated overtly, some uses are more subtle, requiring inferential readership.
Foreshadowing	A writing technique used to subtly suggest or indicate something ahead of time in a text	Foreshadowing is commonly used to create suspense and/or advance the plot of a story.
Juxtaposition	A writer's side by side placement of two descriptions, ideas, characters, actions, or events in a text	Authors use juxtaposition to compare and/or contrast elements within a text.
Narration	The method(s) used to tell a story	The provided descriptor is only one function of narration. Narration can serve multiple purposes, including the advancement of a plot or development of a character.
Pacing	The methods or strategies a writer uses to advance a plot or create tension, mood, and/or tone in a text	Pacing techniques cut across genres and therefore serve varying purposes, for example: a speech writer may utilize pacing by incorporating intentional breaks and emphatic phrasing.
Perspective	The view of a text and/or its elements, as created by a writer	Perspective is to be distinguished from narrator point of view.
Stream of Consciousness	A method of narration in which writing is organized around the internal thoughts of the narrator	Stream of consciousness is less structured than interior monologue. Stream of consciousness can be written from various points of view (first person, third person, etc.).

Elaborative Techniques

Sample detail: Pythons are an invasive species causing many problems.

Type of Elaboration	Example
Example - provide more specific information about the detail to illustrate the detail	For instance, pythons have reduced several populations of small mammals like the raccoon and eradicated animals like the marsh rabbit.
Definition – provide meaning of an unfamiliar word or concept	An **invasive species** is an organism that causes ecological or economic harm in a new environment where it is not native.
Statistic & Data – the numbers or data that support the detail	According to "How Have Invasive Pythons Impacted Florida's Ecosystem," a study in 2012 showed an 87.5% drop in the population of bobcats since 1997 as a result of pythons inhabiting Everglades National Park.
Quote or Citation – using the exact words of a text	In the text "How Have Invasive Pythons Impacted Florida's Ecosystem," "Non-native Burmese pythons have established a breeding population in South Florida and are one of the most concerning invasive species in Everglades National Park."
Paraphrase – use your own words to summarize a portion of a text	The USGS presented a study in 2012 showing an 87.5% drop in the population of bobcats since 1997 as a result of pythons inhabiting the Everglades National Park.
Facts - give specific information that can be proven	As an invasive species in the United States, Burmese pythons are widely distributed in Everglades National Park.
Description – a way to create vivid images for the reader	An apex predator, Burmese pythons are wreaking havoc on the ecosystem with their ability to consume prey larger than themselves due to their unhinged jaw.
Explanation - explain the detail by thinking about who, what, where, how, why	Pythons have shown the ability to adapt to cooler climates, causing some scientists to fear that they might spread to regions north of the Everglades even making it as far as Georgia.
Personal Anecdote – a short story that makes a point	When visiting Everglades National Park last summer, I viewed a film showing a python eating even an alligator. The park ranger said that the python is an eating machine leaving few animals off its menu, including bobcat, deer, and alligator.

Oral Communication

Elementary Oral Communication Rubric

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Student presents information orally without appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents without use of appropriate pacing; without pausing for punctuation and speaking at a rate that inhibits comprehension by the audience.	Student presents information orally with occasional attempts at appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with occasional use of appropriate pacing; pausing occasionally for punctuation and speaking at an inconsistent rate that best facilitates comprehension by the audience.	Student presents information orally with inconsistent posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with inconsistent use of appropriate pacing; pausing inconsistently for punctuation and speaking at a consistent rate that best facilitates comprehension by the audience.	Student presents information orally employing appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation. Student presents with appropriate pacing; pausing for punctuation and speaking at a rate that best facilitates comprehension by the audience.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Student presents information without appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with occasional attempts at appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally employing appropriate posture, tone, expressive delivery, focus on the audience, and facial expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.
ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	Student presents information without appropriate posture, tone and expressions. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information with occasional attempts at appropriate posture, tone and expressions. Student's pronunciation is unclear or inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent posture, tone and expressions appropriate to the content. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally employing appropriate posture, tone and expressions. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	Student presents information orally without complete sentences and a volume inappropriate to content and audience. Student's pronunciation lacks clear enunciation. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience. Student's pronunciation is inconsistent. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience. Student's pronunciation is inconsistently enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.	Student presents information orally using complete sentences and a volume appropriate to content and audience. Student's pronunciation is clearly understood and enunciated. A student's speech impediment should not be considered as impeding clear pronunciation.
ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	Student presents information orally without complete sentences and a volume appropriate to content and audience.	Student presents information orally with occasional attempts at complete sentences and a volume appropriate to content and audience.	Student presents information orally with inconsistent use of complete sentences and a volume appropriate to content and audience.	Student presents information orally using complete sentences and a volume appropriate to content and audience.
ELA.K.C.2.1 Present information orally using complete sentences.	Student presents information orally without complete sentences.	Student presents information orally with occasional attempts at complete sentences.	Student presents information orally with inconsistent use of complete sentences.	Student presents information orally using complete sentences.

Secondary Oral Communication Rubric

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Rhetorical devices are absent or weaken the audience's understanding of the subject matter.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Rhetorical devices are evident but lack effectiveness or are inconsistently incorporated.	Student demonstrates beyond a basic level of knowledge relative to the subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task and student employs effective rhetorical devices where appropriate.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused, and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Rhetorical devices are smoothly integrated and enhance the audience's understanding of the subject matter.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Rhetorical devices are absent or weaken the audience's understanding of the subject matter.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Rhetorical devices are evident but lack effectiveness or are inconsistently incorporated.	Student demonstrates beyond a basic level of knowledge relative to the subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task and student employs effective rhetorical devices where appropriate.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Rhetorical devices are smoothly integrated and enhance the audience's understanding of the subject matter.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Oral presentation techniques are ineffective or weaken the audience's understanding of the content.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Oral presentation techniques offer an incomplete or uneven understanding of the content.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task. Oral presentation techniques provide a clear understanding of the content.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Oral presentation techniques provoke insight and provide a clear understanding of the content.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.9.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.	Student demonstrates a below basic level of knowledge relative to subject matter. Delivery of content is difficult to follow and/or lacks an organizational structure. Evidence is absent, minimal, or irrelevant to the task. Oral presentation techniques are ineffective or weaken the audience's understanding of the content.	Student demonstrates a basic level of knowledge relative to subject matter. An organizational structure is evident but may not be focused or appropriately suited to the task. Evidence incorporated lacks credibility and/or may not be sufficient in supporting the task. Oral presentation techniques offer an incomplete or uneven understanding of the content.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student employs a logical organization, coherent focus, and adapts content delivery methods to be relevant to the audience. Credible evidence is incorporated adequately to support the task. Oral presentation techniques provide a clear understanding of the content.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Organization of subject matter and content delivery methods are strategically focused and responsive to address the needs of the audience. Effective selection and thorough integration of credible evidence strongly supports the task. Oral presentation techniques provoke insight and provide a clear understanding of the content.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.	Student demonstrates a below basic level of knowledge relative to subject matter. Student employment of nonverbal cues is below grade level. Content is not delivered in an identifiable sequence. The central idea may be evident but supporting evidence is absent, incredible, or integrated arbitrarily.	Student demonstrates a basic level of knowledge relative to subject matter. Student employment of nonverbal cues is approaching grade level. Content is delivered in an identifiable sequence that may not be appropriately suited to the task. The central idea is identifiable and supporting evidence is credible but may be uneven or insufficient in achieving a purpose.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student demonstrates adequate command of nonverbal cues. Content is delivered in a recognizable sequence that is appropriate to the purpose and task. The central idea is easily identifiable and adequately supported by sufficient evidence from credible source(s).	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Student demonstrates exceptional command of nonverbal cues. Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. The central idea, implicit or explicit, is thoroughly supported by smoothly integrated, sufficient evidence from credible source(s).

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.	Student demonstrates a below basic level of knowledge relative to subject matter. Student employment of nonverbal cues is below grade level. Content is not delivered in an identifiable sequence. The central idea may be evident but key points are absent or minimally emphasized.	Student demonstrates a basic level of knowledge relative to subject matter. Student employment of nonverbal cues is approaching grade level. Content is delivered in an identifiable sequence that may not be appropriately suited to the task. The central idea is identifiable but key points are uneven or inconsistently emphasized.	Student demonstrates beyond a basic level of knowledge relative to subject matter, elaborating when necessary. Student demonstrates adequate command of nonverbal cues. Content is delivered in a recognizable sequence that is appropriate to the purpose and task. The central idea is identifiable and key points are emphasized to adequately support it.	Student demonstrates expertise on the subject matter, elaborating to advance the audience's understanding of the content presented. Student demonstrates exceptional command of nonverbal cues. Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. The central idea, implicit or explicit, is thoroughly supported by the effective selection and consistent emphasis of key points.

Standard	*Emergent*	*Approaching*	*Proficient*	*Mastery*
ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.	Content is not delivered in an identifiable sequence. Nonverbal cues employed are below grade level, voice projection is ineffective, pronunciation may indicate a deficiency in the understanding of phonics rules. Pacing, either too fast or too slow, inhibits the audience's attention and/or understanding.	Content is delivered in an identifiable sequence that may not be appropriately suited to the task. Student employment of nonverbal cues is approaching grade level. Voice projection and/or pronunciation may be insufficient in conveying information. Minor adjustments to pacing would improve the audience's attention and/or understanding of content.	Content is delivered in a recognizable sequence that is appropriate to the purpose and task. Student demonstrates adequate command of nonverbal cues. Voice projection and/or pronunciation is sufficient in adequately conveying information. Pacing is appropriate to the task and audience.	Content is delivered in a recognizable sequence that is exceptionally aligned to the purpose and task. Student demonstrates exceptional command of nonverbal cues. Voice projection is effective in conveying information and clear pronunciation reflects a mastery of phonics rules and sight words. Pacing is appropriate to the task and is adjusted when necessary to best facilitate the audience's comprehension.

Conventions Progression by Grade Level

Standard Introduction Level	Symbol
The skill has not been introduced.	
The skill is introduced.	I
The skill is mastered.	M
The skill should be reviewed as students encounter and create more complex text.	R

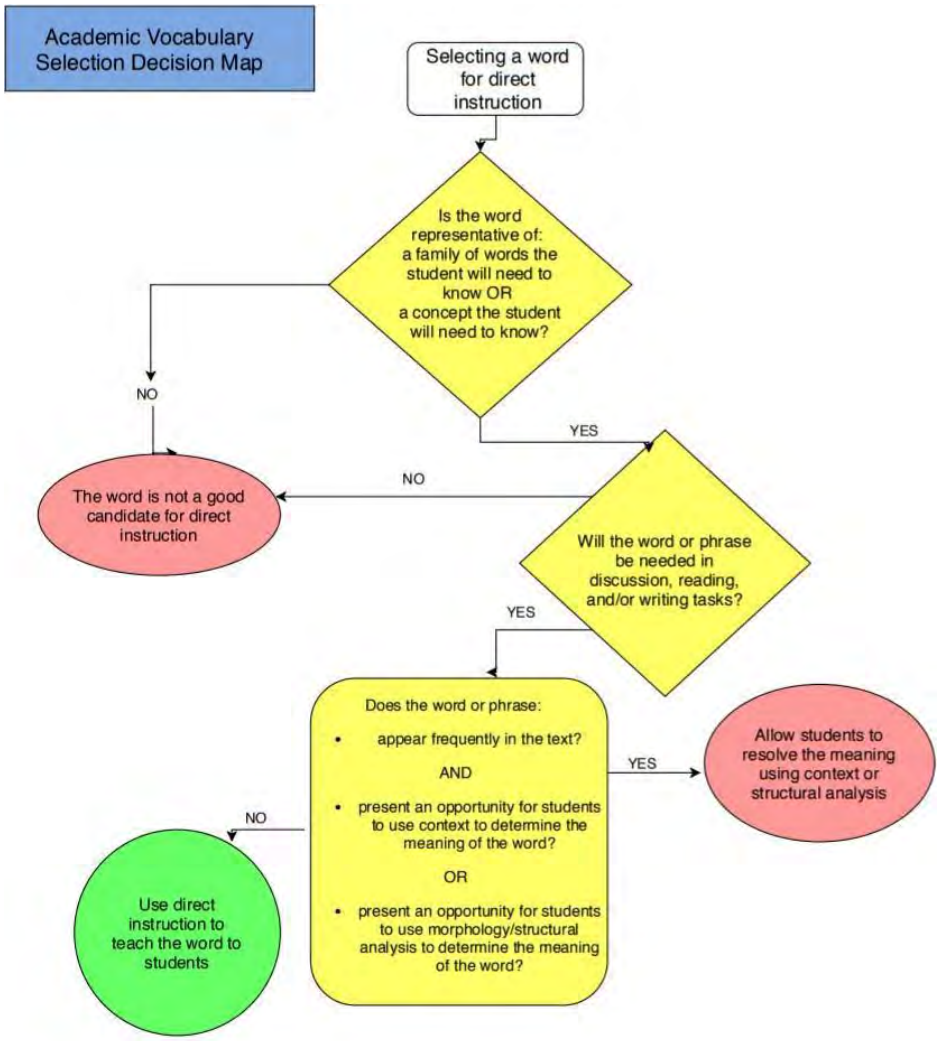
Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize the days of the week, the months of the year, and the pronoun I.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Form regular plural nouns orally by adding /s/ or /es/.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Use interrogatives to ask questions.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
Capitalize proper nouns.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form and use simple verb tenses for regular verbs by adding the affix -ed.	I	M	R	R	R	R	R	R	R	R	R	R	R
Form plurals -y to -ies.	-	I	M	R	R	R	R	R	R	R	R	R	R
Form and use complete simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use possessives.	I	M	R	R	R	R	R	R	R	R	R	R	R
Use subject-verb agreement in simple sentences.	I	M	R	R	R	R	R	R	R	R	R	R	R
Conjugate regular and irregular verb tenses.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use regular and frequently occurring irregular plural nouns.	-	I	I	M	R	R	R	R	R	R	R	R	R
Form and use the past tense of frequently occurring irregular verbs.	-	I	I	M	R	R	R	R	R	R	R	R	R
Use apostrophes to form contractions.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use interjections.	-	I	M	R	R	R	R	R	R	R	R	R	R
Appropriately use pronouns.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use commas in a series.	-	I	M	R	R	R	R	R	R	R	R	R	R
Use plural possessives.	-	I	M	R	R	R	R	R	R	R	R	R	R
Maintain consistent verb tense across paragraphs.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use irregular plural nouns.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use the progressive and perfect verb tenses.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use simple modifiers.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use prepositions and prepositional phrases.	-	-	I	M	R	R	R	R	R	R	R	R	R
Form and use compound sentences.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use quotation marks with dialogue and direct quotations.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use commas to indicate direct address.	-	-	I	M	R	R	R	R	R	R	R	R	R
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	I	M	R	R	R	R	R	R	R	R
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-	-	I	I	M	R	R	R	R	R	R	R	R

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use conjunctions.		-	-	I	M	R	R	R	R	R	R	R	R
Use principal modals to indicate the mood of a verb.	-	-	-	I	I	M	R	R	R	R	R	R	R
Use appositives, main clauses, and subordinate clauses.	-	-	-	I	I	M	R	R	R	R	R	R	R
Recognize and correct inappropriate shifts in tense and number.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use conjunctions correctly to join words and phrases in a sentence.	-	-	-	-	I	M	R	R	R	R	R	R	R
Use verbals including gerunds, infinitives, and participial phrases.	-	-	-	-	I	I	M	R	R	R	R	R	R
Use comparative and superlative forms of adjectives	-	-	-	-	-	I	M	R	R	R	R	R	R
Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	-	-	-	-	I	I	M	R	R	R	R	R	R
Appropriately use colons.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use ellipses.	-	-	-	-	-	-	I	M	R	R	R	R	R
Appropriately use hyphens.	-	-	-	-	-	-	I	M	R	R	R	R	R
Vary sentence structure.	-	-	-	-	-		I	M	R	R	R	R	R
Appropriately use passive and active voice.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use semicolons to form sentences.	-	-	-	-	-	-	-	I	M	R	R	R	R
Use verbs with attention to voice and mood.	-	-	-	-	-	-	-	I	M	R	R	R	R
Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	-	-	-	-	-	-	-	I	I	I	M	R	R
Use knowledge of usage rules to create flow in writing and presenting.	-	-	-	-	-	-	-	-	-	I	I	M	R

Appendix D: Vocabulary

Selecting Academic Vocabulary for Direct Instruction

An important element of academic vocabulary instruction is determining which words require direct instruction and which words students can determine for themselves using context clues or morphology as appropriate. This flowchart is designed to help teachers in the selection process.



Adapted from Fisher, Frey, Hattie (2016)

Morphology
Base Words

Frequently occurring base words for 1st grade	Base words for 2nd grade
close	answer
do	break
give	button
happy	connect
help	equal
jump	fair
kind	follow
like	hand
open	know
pack	learn
play	obey
ride	point
talk	see
teach	thought
walk	try

Greek and Latin Roots

3rd – 5th Grade Sample List

Root	Meaning	Examples	Origin
ant, anti	against, opposed to, preventative	antagonist, antibiotic	Greek
aqua	water	aquarium, aquatic	Latin
aud	to hear	audiobook, audience	Latin
auto	self	autobiography, autograph	Greek
bio	life	biology, biography	Greek
cent	one hundred	century, percent	Latin
chron	time	chronological, chronic	Greek
cir/circum	around	circumference, circumstance, circular	Latin
duc/duct	lead, make	deduce, produce, educate	Latin
form	shape	formation, format	Latin
geo	earth	geography, geology	Greek
graph	write	autograph, graphic	Greek
hetero	different	heteronym, heterogeneous	Greek
homo	same	homonym, homogenous	Greek
logy	study of	biology, zoology	Greek
mal	bad	malfunction, malpractice, maleficence	Latin
meter/metr	measure	thermometer, perimeter	Greek
micro	small	microscope, microphone	Greek
mono	one	monologue, monotonous	Greek
multi	many	multimedia, multitask	Latin
photo	light	photograph, photosynthesis	Greek
port	to carry	import, transportation	Latin
scope	viewing instrument	microscope, telescope	Greek
spect	to look	inspection, spectator	Latin
tele	far off	television, telephone	Greek
vid/vis	to see	visual, video	Latin

6th - 8th Grade Sample List

Root	Meaning	Examples	Origin
ast/aster/astro	star	astrology, astronomy, astronaut	Greek
bene	good	beneficial, benefactor	Latin
contra/counter	against, opposite	contraindicated, counterintuitive	Latin
ante, anti	before, prior to	antecedent, anticipate	Latin
dys	bad, difficult	dysfunction, dyslexia	Greek
fac	to do, to make	factory, manufacture	Latin
hydr	water	hydration, dehydrate	Greek
hypo	under, beneath	hypothermia, hypodermic	Greek
ject	throw	projector, object	Latin
jud	judge	judgment, misjudge	Latin
morph	form, shape	morpheme, metamorphosis	Greek
mis/miso	hate	misanthrope, misogyny	Greek
nym	name	synonym, antonym	Greek
phob	fear	agoraphobia, claustrophobic	Greek
psych	mind	psychology, psychedelic	Greek
scrib/scribe	to write	scribble, script	Latin
therm	heat	thermal, thermometer	Greek

Common Prefixes

Prefix	Definition	Examples
anti-	against	antibiotic, anticlimax
auto-	self	autograph, autobiography
bi-	two	bicycle, binocular
de-	opposite	devalue, dehumidify
dis-	not, opposite of	detach, deploy
en-, em-	cause to	empower, entangle
fore-	before, front of	forecast, foresee
in-, im-, il-, ir-	not	impossible, innocent
inter-	between, among	international, interject
micro-	small	microscope, microwave
mid-	middle	midway, midday
mis-	wrongly	misunderstand, misconduct
multi-	many, much	multicolor, multipurpose
non-	not	nonsense, nondescript
oct-	eight	octopus, octagon
over-	over, too much	overall, overworked
poly-	many, much	polygon, polymer
pre-	before	prevent, preview
quad-	four	quadrilateral, quadrant
re-	again	rebuild, recall
semi-	half, partly, not fully	semicircle, semiformal
sub-	under	submarine, subconscious
tele	far, distant	telephone, television
trans-	across, change, through	transfer, transportation
super-	above, beyond	superhuman, superficial
trans-	across	transcontinental, translucent
tri	three	tripod, triangle
un-	not, opposite of	unable, unhappy
uni-	one	unicycle, unicorn
under-	under, too little	underground, undercurrent

Common Suffixes

Suffix	*Part of Speech*	*Definition/Meaning*	*Examples*
-able, -ible	adjective	is; can be	collectable, gullible
-age	noun	result of an action; collection	manage, acreage
-al, -ial	adjective	having characteristics of	circumstantial, seasonal
-an	noun	one having a certain skill; relating/belonging to	American, electrician
-ate	verb	to make, have, become	differentiate, duplicate
-ed	verb/adjective	past tense verbs; adjectives	accomplished, accepted
-en	noun/adjective	made of	hydrogen, mistaken
-ence, -ance	noun	act; condition of	excellence, importance
-ent, -ant	noun	an action; condition; causing a specific action	student, contestant
-er, -or	noun	one who; action or process; more	teacher, boxer
-est	adjective	the most	coldest, largest
-ful	adjective	full of	beautiful, hateful
-ic	adjective	having characteristics of	historic, asymmetric
-ies	noun	plural, more than one	parties, babies
-ify	verb	to make, have, become	amplify, justify
-ing	verb	verb forms; present participles	helping, running
-ion, -tion, -ation,	noun	act; process	confusion, inspection
-ish	adjective	like; similar	childish, bookish
-ist	noun	the person who is _____	loyalist, nutritionist
-ity, -ty	noun	state of	responsibility, specialty
-ive, -ative, -itive	adjective	adjective form of noun	active, comparative
-ize	verb	to make; to cause to become	criticize, apologize
-less	adjective	without	helpless, effortless
-logy, -ology	noun	science of; study of	biology, archeology
-ly	adverb	how something is	fluently, briefly
-ment	noun	state of being; act of	payment, employment
-ness	noun	state of; condition of	sickness, wilderness
-ous, -eous, -ious	adjective	having qualities of	courageous, gracious
-s, -es	noun	more than one	books, boxes
-ship	noun	the state of being something	friendship, leadership
-y	adjective	characterized by	cloudy, thirsty

Foreign Words and Phrases

Latin Phrase	English Meaning	French Phrase	English Meaning
ad hoc ad ˈhäk	concerned with a particular purpose; improvised	au revoir o rəvˈwär	goodbye, until we see each other again
bona fides bō-nə-ˈfī-ˌdēz	good faith; sincere, involving no deceit or fraud	avant garde avänt ˈgärd	unorthodox, experimental
carpe diem kärpā ˈdēˌem	seize the day	bon mot bän ˈmō	a witty remark
caveat emptor kavēˌät ˈem(p)ˌtôr	let the buyer beware	carte blanche kärt ˈbläⁿSH	unlimited authority
de facto dā ˈfaktō	in reality, actually existing	c'est la vie seɪ lə ˈviː	that's life, that's how things happen
in extremis in ikˈstrāmis	in extreme circumstances	coup de grâce kü-də-ˈgräs	a decisive finishing blow
in medias res in ˈmēdēəs ˈres	in the midst of things	coup d'état kü-(ˌ)dā-ˈtä	overthrow of a government by a group
in toto in ˈtōdō	altogether	de rigueur də-(ˌ)rē-ˈgər	proper
modus operandi mōdəs ˌäpəˈrandē	a method of procedure	déjà vu dā-ˌzhä-ˈvü	something overly familiar
modus vivendi mōdəs viˈvendē	a way of living, getting along	fait accompli ˈfā-tə-ˌkäm-ˈplē	an accomplished fact, presumably irreversible
persona non grata pərˌsōnə ˌnän ˈgrädə	an unacceptable or unwelcome person	faux pas ˈfō-ˌpä	a social blunder
prima facie prīmə ˈfāSHē	at first view, apparently; self-evident	je ne sais quoi zhə-nə-ˌsā-ˈkwä	an admirable quality that cannot be adequately described
pro bono prō-ˌbȯ-nō	for the good	merci mərˈsi	thank you
pro forma prō ˈfôrmə	for the sake of form, carried out as a matter of formality	pièce de résistance pēˌes də rəˌziˈstäⁿs	showpiece
quid pro quo kwid ˌprō ˈkwō	something given or received in exchange for something else	raison d'être rāzôⁿ ˈdetrə	reason for being
requiescat in pace re.kʷiˈeːs.kat in ˈpaː.ke	may he or she rest in peace	tête-à-tête tādəˈtāt	private conversation between two people
sub rosa səb ˈrōzə	secretly	vis-à-vis vēzəˈvē	in relation to

Context Clues

Type	Definition	Example
Definition	The definition of the word is incorporated into the text.	Carey was lethargic; she did not have enough energy to get out of bed and go to swim practice.
Synonyms	The author uses a word having the same or similar meaning to other words in a sentence.	Rebecca, my best friend, has been a companion to me for many years.
Antonyms	The author hints at the meaning by providing a non-example or opposite.	Kim was anxious about the test, but Christy was not worried at all.
Examples	The definition of the word is given in the form of an example.	Krystle will serve cold beverages, such as soda, tea, and juice, to the guests.
Inference	The reader is able to make an educated guess, use reasoning or background knowledge to determine the meaning of an unknown word.	You can speak candidly to Mrs. Dodd. She is an affable guidance counselor.

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear

Appendix E: Reading Foundations

Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of **visual, auditory, and kinesthetic-tactile** pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them "sight" words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundational benchmarks must be addressed and select appropriate interventions.

Fluency
Dolch Word Lists

Dolch Pre-Primer Word List

a	can	funny	in	look	one	see	up
and	come	go	is	make	play	the	we
away	down	help	it	me	red	three	where
big	find	here	jump	my	run	to	yellow
blue	for	I	little	not	said	two	you

Dolch Primer Word List

all	black	eat	into	on	ride	that	want	who
am	brown	four	like	our	saw	there	was	will
are	but	get	must	out	say	they	well	with
at	came	good	new	please	she	this	went	yes
ate	did	have	no	pretty	so	too	what	
be	do	he	now	ran	soon	under	white	

Dolch 1st Grade Word List

after	by	going	how	of	round	then
again	could	had	just	old	some	think
an	every	has	know	once	stop	walk
any	fly	her	let	open	take	were
ask	from	him	live	over	thank	when
as	give	his	may	put	them	

Dolch 2nd Grade Word List

always	both	fast	green	pull	tell	use	work
around	buy	first	its	read	their	very	would
because	call	five	made	right	these	wash	write
been	cold	found	many	sing	those	which	your
before	does	gave	off	sit	upon	why	
best	don't	goes	or	sleep	us	wish	

Fry Word Lists

1st hundred words

1. the	21.at	41. there	61. some	81. my
2. of	22. be	42. use	62. her	82. than
3. and	23. this	43. an	63. would	83. first
4. a	24. have	44. each	64. make	84. water
5. to	25. from	45. which	65. like	85. been
6. in	26. or	46. she	66. him	86. call
7. is	27. one	47. do	67. into	87. who
8. you	28. had	48. how	68. time	88. am
9. that	29. by	49. their	69. has	89. its
10. it	30. word	50. if	70. look	90. now
11. he	31. but	51. will	71. two	91. find
12. was	32. not	52. up	72. more	92. long
13. for	33. what	53. other	73. write	93. down
14. on	34. all	54. about	74. go	94. day
15. are	35. were	55. out	75. see	95. did
16. as	36. we	56. many	76. number	96. get
17. with	37. when	57. then	77. no	97. come
18. his	38. your	58. them	78. way	98. made
19. they	39. can	59. these	79. could	99. may
20. I	40. said	60. so	80. people	100. part

2nd hundred words

101. over	121. name	141. boy	161. such	181. change
102. new	122. good	142. follow	162. because	182. off
103. sound	123. sentence	143. came	163. turn	183. play
104. take	124. man	144. want	164. here	184. spell
105. only	125. think	145. show	165. why	185. air
106. little	126. say	146. also	166. ask	186. away
107. work	127. great	147. around	167. went	187. animal
108. know	128. where	148. farm	168. men	188. house
109. place	129. help	149. three	169. read	189. point
110. year	130. through	150. small	170. need	190. page
111. live	131. much	151. set	171. land	191. letter
112. me	132. before	152. put	172. different	192. mother
113. back	133. line	153. end	173. home	193. answer
114. give	134. right	154. does	174. us	194. found
115. most	135. too	155. another	175. move	195. study
116. very	136. mean	156. well	176. try	196. still
117. after	137. old	157. large	177. kind	197. learn
118. thing	138. any	158. must	178. hand	198. should
119. our	139. same	159. big	179. picture	199. America
120. just	140. tell	160. even	180. again	200. world

Measures of Fluency

Fluency Norms

The Hasbrouck-Tindal Norms Chart indicates words correct per minute by grade level, time of year, and percentile rank. Fluency measures should always be combined with comprehension checks such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered.

From Hasbrouck, J. & Tindal, G. (2017). An update on compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

Sample Oral Reading Fluency Rubrics

NAEP Fluency Scale

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Non-fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Multidimensional Fluency Scale

	1	2	3	4
EXPRESSION & VOLUME	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
PHRASING	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
SMOOTHNESS	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
PACE	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Source: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice, 30*, 211–217.

Interventions for Secondary Students

Reading Intervention must target the area(s) of need as determined by diagnostic assessment data on the components of reading and progress monitored with an appropriate assessment tool that measures growth in the target area(s) until the student becomes proficient.

Learner Profiles

There are three common profiles of non-proficient decoders in the secondary grades. Some students may fit more than one profile. Educators should conduct regular collaborative problem-solving meetings to consider additional factors such as vision, hearing, attention, memory, health concerns, years in an English language program, and home life.

Profile 1 consists of students who have irregular gaps in their foundational reading skills sometimes due to interrupted schooling. This might mean a gap in knowledge of vowel sounds for one student, blends for another, and decoding multisyllabic words for another. Once the specific gap(s) is/are identified and addressed, these students often quickly catch up to their peers.

Profile 2 consists of students who are English Language Learners. These students can further be divided: *Profile 2A:* Students who have a strong background in literacy in their home language and can apply that knowledge to English with the support of ESOL strategies in the general curriculum. *Profile 2B*: Students without a strong background in literacy in any language and may need support beyond ESOL strategies and could have an unidentified learning disability.

Profile 3 consists of students with persistent reading difficulties and may include students with phonological processing deficiencies or those with learning disabilities.

Students with Profile 1, 2, or 3 require systematic, explicit, differentiated, and multisensory instruction in order to become proficient readers regardless of age or grade level.

Learning Environment Considerations

1. Non-proficient readers are given opportunities to practice foundational skills in reading of independent-level text and instructional-level text.
2. The teacher preserves the dignity of adolescent, non-proficient readers by using developmentally appropriate materials, instruction, and assessment.
3. The teacher has a growth mindset toward adolescent, non-proficient readers and develops a growth mindset in the students by providing appropriate scaffolding.
4. Strategies and supports are removed as students become proficient in decoding and fluently reading grade level text.

Glossary of Terms

Key Word	Definition	Synonyms
accuracy	freedom from mistake or error conformity to truth or to a standard or model	correctness, exactness, precision, veracity
affix	a letter or group of letters added to the beginning or end of a word to change its meaning : a prefix or suffix	prefix, suffix
allegory	the expression by means of symbolic fictional figures and actions of truths or generalizations about human existence a symbolic representation	apologue, fable, parable
alliterative	repetition of initial consonant sounds in two or more words	
allusion	an implied or indirect reference especially in literature the act of making an indirect reference to something : the act of alluding to something	
alphabetic principle	the concept that letters and letter combinations represent individual phonemes in written words	
ambiguity	the quality or state of being understood in two or more possible ways a word or expression that can be understood in two or more possible ways	
analyze	to study or examine something in detail, in order to discover more about it	breakdown, deconstruct, dissect
archetype	the original pattern or model of which all things of the same type are representations or copies	
argument	a coherent series of reasons, statements, or facts intended to support or establish a point of view	claim, dispute, assertion
audience	the people who watch, read, or listen to something	readers, public, following, listenership, readership, viewership, followers
author's perspective	in informational text, the author's attitude toward a topic or subject in literary text, a character's attitude	

Key Word	Definition	Synonyms
author's purpose	Persuade: argument/opinion texts present information in a reasoned, logical way demonstrating that the writer's opinion or claim is valid. Inform: expository texts convey information accurately and serve one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Entertain: texts intended to engage readers emphasize writing that is interesting, amusing, and captivating. Note: Authors have many reasons for writing a text and they often overlap.	writer's purpose, author's intent
automaticity	in reading, fast, accurate word recognition	
base word	the part of the word that cannot be broken down	root
bias	cause to feel or show inclination or prejudice for or against someone or something	favor, subjectivity, one-sidedness, partiality, partisanship, prejudice, preference
blending	reading a word systematically from left to right by combining the sounds of each successive letter or combination of letters	
cause and effect	noting a relationship between actions or events such that one or more are the result of the other or others.	
central idea	the most important or central thoughts unifying elements of a text	
character	one of the individuals in a work of fiction	role, part, person, individual
character's perspective	a particular attitude toward or way of regarding something	
cite	to speak or write words taken from a particular writer or written work, giving credit to the original source to refer specifically to a source	quote, reference, attribution, credit
claim	to say that something is true or is a fact, although you cannot prove it and other people might not believe it a statement that something is true or is a fact, although other people might not believe it	assertion, argument
clarify	to make or become more easily understood	clear up, construe, explain, explicate, expound, get across, illuminate, simplify
coherent	logical and well-organized easy to understand able to talk or express yourself in a clear way that can be easily understood	logical, rational, reasonable, sensible, sound, valid, well-founded, well-grounded, clear, understandable

Key Word	Definition	Synonyms
cohesive	naturally or logically connected holding together	connected, close-knit, united
compare and contrast	to note what is similar and different about two or more things	
complex	consisting of many different and connected parts	complicated, detailed, involved, elaborate
comprehend	to understand fully	apprehend, catch on (to), decipher, get, grasp, perceive, understand
conclusion	to end something such as a speech, conversation, or piece of writing to have a particular opinion about something after thinking carefully about it	closure, completion, consequence, denouement, development, ending, outcome, result
conflation	the merging of two or more ideas or sets of information into one	
connotation/ connotative language	language that communicates a feeling or idea that is suggested by a word in addition to its basic meaning, or something suggested by an object or situation	overtone, significance, undertone, association, essence, hint, nuance, suggestion
consonant blend	two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block or /str/ in string)	
contemporaneous	existing, occurring, or originating during the same time	contemporary
context	the situation within which something exists or happens, and that can help explain it the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning	background, situation, text, frame of reference
conventions	commonly accepted rules of written English, e.g., spelling, usage, punctuation, capitalization, and sentence formation	custom, rule, tradition, norm
counterclaim	an opposing claim; a claim made in reply to another claim and different from it	rebuttal, reply, counterargument
credible	capable of being believed	believable
decoding	translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out	
demonstrate	to show or make something clear to show something and explain how it works	establish, prove, show, substantiate, validate
denotation	the meaning of a word or phrase, usually as defined by a dictionary	meaning, name, definition
develop	to bring out the possibilities of to begin to exist or be present gradually to create over time to grow or cause to grow more mature, or more advanced	elaborate, evolve, unfold, open, evolve, progress, expand upon

Key Word	Definition	Synonyms
digraph	a group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing)	
diphthong	a vowel produced by the tongue shifting position during articulation Note: The vowel feels as if it has two parts, as the sound begins with one vowel and gradually changes to another vowel within the same syllable (e.g., ow, oy, ou, oi)	
distinguish	to notice or recognize a difference between people or things to know the difference to make someone or something different or special in some way to see or hear someone or something clearly	differentiate, discern, discriminate, separate
encoding	determining the spelling of a word based on the sounds in the word	
epic	a long narrative poem in elevated style recounting the deeds of a legendary or historical hero extending beyond the usual or ordinary especially in size or scope	legend, narrative, tale, saga, heroic poem
evaluate	to judge or calculate the quality, importance, amount, or value of something	appraise, assess, rate, value
evidence	source-based information including facts, figures, and details used to support the writer or speaker's central idea or claim	indication, proof, substantiation
explain	to make clear to give the reasons for or cause of	clear up, demonstrate, explicate, expound, get across, simplify
explicit	so clearly expressed as to leave no doubt about the meaning	clear-cut, definite, definitive, specific, unambiguous, unequivocal
export	publish	
expository	of, relating to, or containing exposition; explaining or describing something	explanatory, explicatory
figurative language	language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech	metaphor, allegory, emblem, symbolism, euphemism, nonliteral language
formal	following established form, custom, or rule suitable for a proper occasion	accepted, decorous, genteel, polite, proper, respectable, conventional, orthodox
grapheme	smallest written unit corresponding to a sound or phoneme	
identify	to recognize or be able to name someone or something, or to prove who or what someone or something is	distinguish, pinpoint, single out, determine
illustration	a picture or diagram that explains or decorates an example or instance used to make something clear	diagram, figure, graphic, visual, drawing, illumination, image, pictogram, pictograph, picture
important details	information in a text that supports the central idea	

Key Word	Definition	Synonyms
infer	to form an opinion from evidence to reach a conclusion based on known facts	decide, deduce, derive, extrapolate, gather, judge
integrate	to combine two or more things in order to become more effective to combine ideas from sources with one's own ideas	amalgamate, blend, combine, conflate, fuse, incorporate, meld, merge, mingle, mix
interpretation	an explanation or opinion of what something means	meaning, understanding
introduce	to bring forward for discussion or consideration to put in	begin, establish, initiate, institute, launch, set up, start
irregular words	words that have exceptions to the typical sound–spelling patterns Note: Irregular words are difficult to decode because the sounds of the letters in the word do not add up to the correct pronunciation.	
juxtaposition	the technique of putting two or more elements side by side to invite comparison or contrast	
LAN	a Local Area Network such as home router	
legible	handwriting clear enough to read	
lexicon	all words known to an individual	
logical	according to a proper or reasonable way of thinking according to what is reasonably expected	rational, reasonable, sensible, sound, valid, well-founded, well-grounded
mood	the atmosphere of a piece of writing; it's the emotions a selection arouses in a reader through diction, figurative language, and other choices Note: Although both mood and tone are developed through diction, they are not synonymous.	
morpheme	smallest meaningful unit in a writing system	
morphology	the system of word-forming elements and processes in a language	
morphology	the knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes, and/or base words)	
multimedia	using, involving, or encompassing several media such as text, image, audio, video, and/or animation	mixed media
narrative	something (as a story) that is told in full detail	account, chronicle, chronology, commentary, history, record, report, story
onset-rime pairs	two parts of a syllable: the onset consists of the initial consonant(s), and the rime consists of the vowel and any consonants that follow it. (For example, in the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip.)	
opposing	disagreeing or disapproving	conflicting, contending, rival

Key Word	Definition	Synonyms
organize	to put things into a particular arrangement, order, or structure	arrange, array, classify, draw up, lay out, order, systematize
orthography	system of written language	
paraphrase	to say something that someone else has said or written using different words	rephrasing, restatement, restating, rewording, translation
perspective	a particular attitude toward or way of regarding something	outlook, perspective, position, standpoint, view
phoneme	the smallest unit of sound within a language system Note: A phoneme may be a word by itself, or it may be combined with other phonemes to make a word.	
phonemic awareness	a subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words	
phonological awareness	awareness of all levels of the speech sound system	
phonology	system of rules dealing with the sounds in a language	
phrase	a group of two or more words that express a single idea but do not usually form a complete sentence a brief expression that is commonly used	expression, idiom, motto, remark, saying, wording
plagiarism	an act of copying the ideas or words of another person without giving credit to that person	copying, falsification, literary theft, fraud, appropriation
plot	the plan of main story (as of a dramatic or literary work)	scheme, plan, framework, story structure
point of view	in literary texts, the type of narration used (as in first-, second-, or third-person narration); a way of looking at or thinking about something	outlook, position, standpoint
position	an arguable opinion that can be defended by evidence	
primary source	Sources, such as diaries, speeches, interviews, letters, official records, that provide first-hand testimony or direct evidence witnessed or recorded by someone who experienced the event(s) or condition(s) being documented	
prosody	the rhythmic and intentional aspect of language	
reasoning	the process of thinking about something in a logical way in order to form a conclusion or judgment	interpretation, thinking, rationale, proposition, premise
relationship	the way in which two or more people or things are connected	link, connection, affiliation, tie, correlation
relevant	related to a subject or to something happening or being discussed	applicable, germane, pertinent, related, suited
reliable	of a source, trustworthy without any biases or conflict of interest related to the topic	trustworthy

Key Word	Definition	Synonyms
research	careful study that is done to find and report new knowledge about something the activity of getting information about a subject	exploration, inquiry, investigation, probe
revise	dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues Note: Revise does not mean to rewrite the entire piece of writing.	alter, improve, modify, overhaul, rework, rewrite, revamp
rhetoric	the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people	oratory, oration, eloquence, elocution, flowery language
root	a word or part of a word from which other words are obtained by adding a prefix or suffix	base, base word
secondary source	sources created by someone who did not experience firsthand or participate in the event(s) Examples: textbooks, journal articles, criticisms	
semantics	study of word and phrase meanings	
sequence	a series of related things or events, or the order in which things or events follow each other	progression, procession, succession, cycle
setting	the time, place, and circumstances in which something occurs or develops the time and place of the action of a literary, dramatic, or cinematic work the scenery used in a theatrical or film production	background, environment, environs, milieu, context
sight word vocabulary	words that can be recognized efficiently at a glance. Note: The goal is that all words eventually become sight words.	
source	a person, text, document, or primary reference work that provides information	author, origin, text
structure	to plan, organize, or arrange the parts of something the way that something is arranged or organized	format, framework, organization
style	the writer's way of writing using various techniques the way in which a writer creates voice	
summarize	to express or cover the main points briefly	abstract, boil down, brief, digest, encapsulate, outline, recap, recapitulate, sum up, wrap up
support	information and evidence used to prove or corroborate something using information or evidence to show or seem to prove something to be true	uphold, back, corroborate, help
syllable	any one of the parts into which a word is naturally divided when it is pronounced a unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds coming before or following	
syntax	the formation of sentences and the associated grammatical rules.	
synthesize	to make something by combining different things to combine things in order to make something new	incorporate, amalgamate, blend, unify

Key Word	Definition	Synonyms
technique	a way of performing a skillful activity, or the skill needed to do it	approach, means, tactic, procedure, facility
text features	the components of a story or article that are not the main body of text, including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams	
text structures	structures used to organize information in a text Examples: chronology, comparison, and cause and effect	
theme	the underlying message or big idea of a talk, book, film, or other work	message, purpose, essence, lesson
tone	the author or speaker's attitude toward a subject, evident through diction or the viewpoint of an author or speaker on a particular subject. Tone can be formal, informal, serious, comic, sarcastic, pedantic, sad, cheerful, or any other attitude. Note: Although both mood and tone are developed through diction, they are not synonymous.	manner, style, character, nature, vein, mode
topic	someone or something that people talk or write about	subject, matter, subject matter, content
track	to follow something that moves or changes by noticing elements it leaves behind	trace, follow
transition	to shift from one thing to another smoothly and without interruption words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response	change, segue, shift, pivot, continuation, juncture
trigraph	group of three consecutive letters that are read as a single sound (e.g., -tch in catch; -igh in night; -ure in closure)	
universal theme	an idea that applies to anyone, anywhere, regardless of cultural differences	common theme, global theme
valid	of a source, truthful in respect to the information presented	truthful
visual element	visual aid that assist the reader with pictures, colors, and imagery	
voice	Literature: the individual style in which a certain author writes his or her works Grammar: the relationship between the action/state of being expressed by the verb and the participants related to that action (subject, direct object, indirect object.)	
vowel team	two or more vowels that make one sound (e.g., ea, ou, ie, oo)	
word analysis	analyzing morphemic units in words	