

2016 English Language Arts Standards
Revision approved November 19, 2019

	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade K	<p>Introduction to Literary Texts Engage in group reading activities to identify key details, identify various text types, and understand text features. With guidance and support, use pictures, dictation and writing to formulate informational and narrative text.</p>	<p>Informational Text Engage in group reading activities to identify key details, describe connections between individuals or events, and ask questions about unknown words. With guidance and support, use pictures, dictation and writing to formulate informative/explanatory text and elicit self reflection in writing.</p>	<p>Application of story elements for informational & literary texts Engage in group reading activities to compare and contrast, identify key details and supporting facts, describe connections between individuals or events, and ask questions about unknown words. With guidance and support, use pictures, dictation and writing to formulate opinion and informative/explanatory text and elicit self reflection in writing. With adult supervision and guidance, we will explore a variety of digital tools to produce and publish writing.</p>	<p>Analyze and describe key details from literary and informative text Engage in group reading activities to compare and contrast, identify key details and supporting facts, describe connections between individuals or events, and use strategies to figure out unknown words. With guidance and support, use pictures, dictation and writing to formulate opinion and informative/explanatory text and elicit self reflection in writing. With adult supervision and guidance, we will explore a variety of digital tools to produce and publish writing</p>
Standards	<p>Unit 1 Reading Standards RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.7. With prompting and support, describe the relationship between illustrations and the story</p>	<p>Unit 2 Reading Standards RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.3. With prompting and support, describe the connection between</p>	<p>Unit 3 Reading Standards RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details. RL.K.4 Ask and answer questions about unknown words in a text. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9. With prompting and support, compare and contrast the</p>	<p>Unit 4 Reading Standards RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details RL.K.4 Ask and answer questions about unknown words in a text. RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9. With prompting and support, compare and contrast the</p>

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<p>in which they appear (e.g., what moment in a story an illustration depicts). RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.5. Identify the front cover, back cover, and title page of a book. RI.K.10. Actively engage in group reading activities with purpose and understanding RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.A. Follow words from left to right, top to bottom, and page by page. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills. RF.K.4.A. Read emergent-readers with purpose and understanding. RF.K.4.B. Read grade level text for purpose and understanding Unit 1 Writing Standards W.K.2. Use a combination of</p>	<p>two individuals, events, ideas or pieces of information in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the idea or information in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.10. Actively engage in group reading activities with purpose and understanding. RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1.C. Understand that words are separated by spaces in print. RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2.A. Recognize and produce rhyming words. RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2.C. Blend and segment</p>	<p>adventures and experiences of characters in familiar stories. RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10. Actively engage in group reading activities with purpose and understanding. RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of</p>	<p>adventures and experiences of characters in familiar stories. RL.K.10. Actively engage in group reading activities with purpose and understanding. RI.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RI.K.2. With prompting and support, identify the main topic and retell key details of a text. RI.K.3. With prompting and support, describe the connection between two individuals, events ideas or pieces of information in a text. RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.K.10. Actively engage in group reading activities with purpose and understanding. RF.K.1. Demonstrate understanding of the organization and basic features of print.</p>
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<p>drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>Unit 1 Speaking and Listening Standards</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that</p>	<p>onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p> <p>Unit 2 Writing Standards</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions</p>	<p>letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds</p> <p>RF.K.2.A. Recognize and produce rhyming words.</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p>	<p>RF.K.1.B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.2.B. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2.C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2.D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2.E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.K.3.B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.C. Read high-frequency and sight words with automaticity.</p> <p>RF.K.3.D. Distinguish between similarly spelled words by identifying</p>
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	<p>is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Unit 1 Language Standards</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.5.A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>from peers (e.g., adding details).</p> <p>Unit 2 Speaking and Listening Standards</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.1.B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Unit 2 Language Standards</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p> <p>Unit 3 Writing Standards</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>RF.K.4.A. Read emergent-readers with purpose and understanding.</p> <p>RF.K.4.B. Read grade level text for purpose and understanding.</p> <p>Unit 4 Writing Standards</p> <p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a</p>
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		<p>speaking. L.K.1.A. Print many upper- and lowercase letters. L.K.1.B. Use frequently occurring nouns and verbs. L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Unit 3 Speaking and Listening Standards SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. Unit 3 Language Standards L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>favorite author and express opinions about them). W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Unit 4 Speaking and Listening Standards SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.1.B. Continue a conversation through multiple exchanges. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
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			<p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a</p>	<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Unit 4 Language Standards</p> <p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.A. Print many upper- and lowercase letters.</p> <p>L.K.1.B. Use frequently occurring nouns and verbs.</p> <p>L.K.1.C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1.D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>L.K.1.E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.1.F. Produce and expand complete sentences in shared language activities.</p> <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2.A. Capitalize the first word in a sentence and the pronoun I</p> <p>L.K.2.B. Recognize and name end punctuation.</p> <p>L.K.2.C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.D. Spell simple words phonetically, drawing on knowledge of s</p> <p>L.K.4. Determine or clarify the</p>
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			<p>bird and learning the verb to duck). L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.4.A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4.B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word sound-letter relationships. L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5.C. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.5.D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 1	<p>Reading, writing and speaking with clarity and understanding Demonstrate command of standard English grammar and mechanics when writing informative/explanatory and narrative coupled with speaking. Reading literary and informational text</p>	<p>Reading, writing and speaking with clarity and understanding Demonstrate command of standard English grammar, usage and mechanics when writing. informative/explanatory and narrative coupled with speaking. Reading literary and informational text.</p>	<p>Writing, Reading, Speaking Write opinion, informative/explanatory, and shared research pieces. Read literary and informational text. Speak and interact in group discussion.</p>	<p>Writing, Reading, Speaking Write opinion, informative/explanatory, and shared research pieces. Read literary and informational text. Speak and interact in group discussion.</p>
Standards	<p>Reading RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. RI.1.1. Ask and answer questions about key details in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<p>Reading Standards RL.1.1. Ask and answer questions about key details in a text. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. Reading Informational Text RI.1.1. Ask and answer questions about key details in a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information</p>	<p>Reading Language RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above. Reading Information RI.1.1. Ask and answer questions about key details in a text.</p>	<p>Reading RL.1.1. Ask and answer questions about key details in a text RI.1.2. Identify the main topic and retell key details of a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>

	<p>Reading Foundational Skills RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>Writing W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5. With guidance and support</p>	<p>provided by the words in a text. RI.1.7. Use illustrations and details in a text to describe its key details. RI.1.10. With prompting and support, read informational texts at grade level complexity or above. RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.2.A. Distinguish long from short vowel sounds in spoken single syllable words. RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs RF.1.3.B. Decode regularly spelled one-syllable words. RF.1.3.C. Know final -e and</p>	<p>RI.1.2. Identify the main topic and retell key details of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7. Use illustrations and details in a text to describe its key details. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p> <p>Reading Foundational Skills RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.2.A. Distinguish long from short vowel sounds in spoken single syllable words. RF.1.2.B. Orally produce</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.7. Use illustrations and details in a text to describe its key details RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RI.1.10. With prompting and support, read informational texts at grade level complexity or above. RL.1.10. With prompting and</p>
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<p>from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>Speaking and Listening</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p>Language</p>	<p>common vowel team conventions for representing long vowel sounds</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>Speaking and Listening</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care,</p>	<p>single-syllable words by blending sounds</p> <p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>support, read and comprehend stories and poetry at grade level complexity or above</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
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	<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1.A. Print all upper- and lowercase letters. L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A. Capitalize dates and names of people. L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p>Language Standards</p> <p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic</p>	<p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>Writing</p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening</p> <p>SL.1.1. Participate in collaborative</p>	<p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing</p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
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		<p>sentences (e.g., He hops; We hop). L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home) L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2.A. Capitalize dates and names of people. L.1.2.B. Use end punctuation for sentences. L.1.2.C. Use commas in dates and to separate single words in a series. L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes) L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using</p>	<p>conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions). W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Speaking and Listening Standards SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the</p>
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		frequently occurring conjunctions to signal simple relationships (e.g., because)		<p>topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p> <p>Language</p> <p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>
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				<p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4. Determine or clarify the</p>
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				<p>meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 2	<p>Literary Introduction/Narrative Writing</p> <p>In this unit students will be introduced to fiction and nonfiction literary techniques in whole group and small group. Students will be immersed in narrative writing as well as routine writing. Students will demonstrate command of standard English grammar, usage, and mechanics when writing and speaking.</p>	<p>Informational Text and Research Writing</p> <p>In this unit students will focus on how to read grade level informational text and use features to find information. Students will read poetry to find patterns of words. Students will research a topic to gather facts individually and collaboratively with others and write informational texts. Students will respond to and interact with peers in small and whole group discussion. Students will demonstrate command of standard English grammar, usage, and mechanics when writing and speaking.</p>	<p>Literary/Informational Texts and Opinion, Informational/Explanatory Writing</p> <p>In this unit students will continue a blend of literature and informational text to explore the standards to demonstrate good reading habits in the grade 2-3 complexity band. Students will write opinion pieces, informative/explanatory texts, and participate in a shared research project. Students will use a variety of digital tools to enhance and publish their writing. Students will respond to and interact with peers in small and whole group discussion. Students will demonstrate command of standard English grammar, usage, and mechanics when writing and speaking.</p>	<p>Analyzing Literary/Non fiction Texts and Range of Writing</p> <p>In this unit students will continue to read literary and informational texts with focus on utilizing textual evidence, determining main idea, sequence events, analyze and identify parts of poetry, and identify character's point of view in a story. Students will continue to expand their writing opportunities in the areas of opinion, narrative, shared research, and routine writing. Students will respond to and interact with peers in small and whole group discussion. Students will demonstrate command of standard English grammar, usage, and mechanics when writing and speaking.</p>
Standards	<p>Unit 1 Reading Standards RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending</p>	<p>Unit 2 Reading Standards RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a</p>	<p>Unit 3 Reading Standards RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)</p>	<p>Unit 4 Reading Standards RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines)</p>

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<p>concludes the action identifying how each successive part builds on earlier sections</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.2.1. Ask and answer such questions as who, what, where,</p>	<p>story, poem, or song</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling sound correspondences. (due to standard realignment, formerly RF.2.3.E)</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p>	<p>supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by</p>	<p>supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by</p>
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<p>when, why, and how to demonstrate understanding of key details in a text</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed</p> <p>Unit 1 Writing Standards</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently,</p>	<p>two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Unit 3 Writing Standard</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,</p>	<p>two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Unit 4 Writing Standards</p>
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<p>Unit 1 Speaking and Listening Standards</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p> <p>Unit 1 Language Standards</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A. Use collective nouns (e.g., group).</p>	<p>with scaffolding as needed.</p> <p>Unit 2 Writing Standards</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 2 Speaking and Listening Standards</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in</p>	<p>because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 3 Speaking and Listening Standards</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Unit 4 Speaking and Listening Standards</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger</p>
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<p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify</p>	<p>conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p> <p>Unit 2 Language Standards</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A. Use collective nouns (e.g., group).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy</p>	<p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p> <p>Unit 3 Language Standards</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>groups.</p> <p>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Unit 4 Language Standards</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.2.1.D. Form and use the past</p>
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	<p>the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to</p>	<p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.B. Determine the meaning of</p>	<p>tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word</p>
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		<p>predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>or phrase.</p> <p>L.2.4.B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 3	<p style="text-align: center;">Foundational Skills Across Genres</p> <p>Reading-Students will be introduced to foundational skills for fictional and nonfictional text. They will understand how to select 'just right books, retell to demonstrate comprehension & critical thinking skills. Focus will also be on foundation skills of phonics, vocabulary, & oral reading.</p> <p>Writing-Students will focus on writing short opinion pieces, with evidence, using transition words & phrases. The writing process will be utilized. Short research projects will also be conducted with technology incorporated.</p>	<p style="text-align: center;">Recount & Use Text Evidence</p> <p>Reading-Students will recount text, ask questions & use foundational skills in oral & independent reading. Students will determine author's point of view and note the relationship among concepts.</p> <p>Writing-Focus is on short informative/explanatory writing skill building, with the writing process. Writing pieces will include facts, & linking words.</p>	<p style="text-align: center;">Ongoing Text Analysis with Narrative Writing</p> <p>Reading-1 extended text & 4-8 short texts of fiction. Continue to hone skills of determining how text features contribute to overall understanding of theme, characters, point of view.</p> <p>Writing-Focus on writing at least one narrative and a literary analysis. Utilize the writing process, while incorporating dialogue & description for the narrative piece. Present to whole class and small group.</p>	<p style="text-align: center;">Culmination of 3rd Grade Reading/Writing</p> <p>Reading-1 extended text & 3-6 shorter texts to demonstrate connections & understanding in verbal and written form.</p> <p>Writing-Students will engage in research & informative writing. Develop topic with facts, definitions, details, linking words, while using the writing process. Engage in debates to present to small group & whole class.</p>
Standards	<p><u>Reading Literature</u></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><u>Reading</u></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the</p>	<p><u>Reading</u></p> <p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<p><u>Reading Literature</u></p> <p>RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

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	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><u>Reading Informational Text</u></p> <p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p><u>Reading Foundational Skills</u></p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p>	<p>meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</p> <p>RF.3.4.C. Use an appropriate rate while reading aloud.</p> <p>RF.3.4.D. Read with expression on successive readings.</p> <p>RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.</p> <p>RF.3.4.F. Reread as necessary.</p> <p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p> <p>RF.3.3.D. Read grade-appropriate</p>	<p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p><u>Reading Informational Skills</u></p> <p>RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.10. By the end of the year, read and comprehend literary nonfiction</p>
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	<p>RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary.</p> <p><u>Writing</u> W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.D. Provide a conclusion. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language</p>	<p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently RI.3.6. Distinguish their own point of view from that of the author of a text. RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p><u>Writing</u> W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and</p>	<p>irregularly spelled words RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding RF.3.4.F. Reread as necessary.</p> <p><u>Writing</u> W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific</p>	<p>(see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.</p> <p><u>Writing</u> W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with</p>
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	<p>standards 1-3 up to and including grade 3 here.) W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.7. Conduct short research projects that build knowledge about a topic. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Speaking and Listening Standards</u> SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic,</p>	<p>group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion. W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10. Write routinely over extended time frames (time for</p>	<p>expectations for writing types are defined in standards 1-3 above.) W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. W.3.7. (Choice) Conduct short research projects that build knowledge about a topic. W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Speaking and Listening Standards</u> SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing</p>	<p>others. W.3.7.(Choice) Conduct short research projects that build knowledge about a topic. W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Speaking and Listening Skills</u> SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the</p>
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	<p>and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<p>research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Speaking and Listening</u> SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3. Ask and answer questions</p>	<p>their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) <u>Language</u> L.3.1. Demonstrate command of the</p>	<p>remarks of others SL.3.1.D. Explain their own ideas and understanding in light of the discussion SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) <u>Language</u> L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.* L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.D. Form and use possessives. L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) L.3.2.F. Use spelling patterns and generalizations (e.g., word families,</p>
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		<p>about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p> <p><u>Language</u></p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.B. Use commas in addresses.</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p>	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.H. Use coordinating and subordinating conjunctions.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.C. Use commas and quotation marks in dialogue</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a</p>	<p>position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Reading Foundational Skills</u></p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p>
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		<p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.3.3.A. Choose words and phrases for effect</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went</p>	<p>range of strategies.</p> <p>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>RF.3.3.D. Read grade-appropriate irregularly spelled words</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</p> <p>RF.3.4.C. Use an appropriate rate while reading aloud.</p> <p>RF.3.4.D. Read with expression on successive readings.</p> <p>RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.</p> <p>RF.3.4.F. Reread as necessary.</p>
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		looking for them).		
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 4	<p style="text-align: center;">Foundational Skills Across Genres</p> <p>Reading-Students will be introduced to foundational skills for fictional and nonfictional text. They will understand how to select 'just right books, retell to demonstrate comprehension & critical thinking skills. Focus will also be on foundation skills of phonics, vocabulary, & oral reading.</p> <p>Writing-Students will focus on writing short opinion pieces, with evidence, using transition words & phrases. The writing process will be utilized. Short research projects will also be conducted with technology incorporated.</p>	<p style="text-align: center;">Read and write analytically to broaden skill development</p> <p>Reading: Identify main idea and theme in texts. Integrate and reflect information from two texts on the same topic in order to write or speak about the subject knowledgeably. Identify metaphors and similes.</p> <p>Writing: Decode and spell multisyllabic words. Synthesize two texts in both written and oral expression. Produce numerous pieces of writing that are clear and understandable to the reader.</p>	<p style="text-align: center;">Read and write analytically in a wide range of disciplines.</p> <p>Reading: Read at grade level with relevance. Be able to analyze text, make connections and inferences in order to enhance understanding of text. Make global connections in order to broaden understanding of said material.</p> <p>Writing: Write in a range of disciplines, reflecting on research, using technology and collaboration in order to publish writing. Gather ideas in order to develop and organize narrative pieces.</p>	<p style="text-align: center;">Read and write complex material in order to broaden understanding</p> <p>Reading: Read appropriately comprehending literature, story, drama, poetry, and nonfiction with deeper understanding in order to enhance knowledge of content.</p> <p>Writing: Write using mature language, using domain specific vocabulary for audiences. Conduct research in order to build knowledge and enhance writing.</p>
Standards	<p><u>Reading Literature:</u> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.4.6. Compare and contrast the</p>	<p><u>Reading Literature</u> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. <u>Reading Informational</u> RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing</p>	<p><u>Reading Literature</u> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.4.4. Determine the meaning of</p>	<p><u>Reading Literature</u> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.4.5. Explain major differences</p>

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	<p>point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>Reading Information:</u></p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><u>Reading Foundational Skills:</u></p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with</p>	<p>inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text</p> <p>RI.4.9. Integrate and reflect on (e.g. practical knowledge,</p>	<p>words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><u>Reading Informational Text</u></p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p><u>Reading Informational</u></p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or</p>
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<p>purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing:</u> W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1.D. Provide a conclusion related to the opinion presented. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language</p>	<p>historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably</p> <p><u>Reading Foundational Skills</u> RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when</p>	<p><u>Reading Fundamentals</u> RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.4.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.4.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>part of a text. RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. *RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.</p> <p><u>Reading Foundational Skills</u> RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing</u> W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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	<p>standards 1-3 up to and including grade 4 here.) W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Speaking and Listening:</u> SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single</p>	<p>W.4.3.C. Use temporal words and phrases to signal event order. W.4.3.D. Provide a sense of closure. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce</p>
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<p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p><u>Language:</u></p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L.4.1.B. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading</p>	<p>sitting.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Language</u></p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in</p>	<p><u>Speaking and Listening</u></p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating</p>	<p>and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> <p>W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 (Choice). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p><u>Speaking and Listening</u></p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out</p>
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	<p>and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases L.4.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation</p>	<p>light of information and knowledge gained from the discussions SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <u>Language</u> L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.C. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.B. Use commas and quotation marks to mark direct speech and</p>	<p>command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <u>Language</u> L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.E. Form and use prepositional phrases. L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and</p>	<p>assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <u>Language</u> L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).* L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and</p>
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		<p>quotations from a text.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A. Choose words and phrases to convey ideas precisely</p> <p>L.4.3.B. Choose punctuation for effect</p> <p>L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a</p>	<p>determine or clarify the precise meaning of keywords and phrases</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)</p>
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		particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 5	<p>Gaining and Utilizing Information From Text</p> <p>Interact with various texts (including fiction/nonfiction) in order to identify main ideas, make connections, utilize evidence to support ideas and determine unknown vocabulary words. Draw information from texts to support opinions in writing.</p>	<p>Informational Text Structure and Usage</p> <p>Analyze informational text to determine various structures used to communicate information. Utilize evidence from the text to support thinking and enhance ideas. Through short, focused research opportunities, produce an informational piece of writing.</p>	<p>Fictional Text and Narrative Writing</p> <p>Develop an understanding of how fictional text is structured and apply this knowledge to comprehending text and writing narratives. Analyze texts in various genres using skills such as textual evidence, determining main idea, and identifying author’s purpose.</p>	<p>Text Analysis and Informative Writing</p> <p>Analyze text and support thinking through the use of textual evidence. Determine author’s purpose and identify key components of text. Students will understand how the complexity of text impacts meaning.</p>
Standards	<p>Reading: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p>	<p>Reading: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific</p>	<p>Reading: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,</p>	<p>Reading: RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. *RL.5.10. By the end of the year,</p>

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	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Foundational Skills:</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Writing:</p> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which</p>	<p>information in the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>Foundational Skills</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge</p>	<p>drama, or poem</p> <p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>Reading Informational</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Foundational Skills</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.</p> <p>Reading Foundation:</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in</p>
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<p>ideas are logically grouped to support the writer's purpose. W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.D. Provide a conclusion related to the opinion presented. W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic W.5.10. Write routinely over</p>	<p>of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of</p>	<p>decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing: W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast,</p>
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<p>extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking/Listening: SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) Language:</p>	<p>W.5.2.E. Provide a conclusion related to the information or explanation presented W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented. W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. W.5.8. (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes</p>
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	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain specific words and</p>	<p>Speaking/Listening</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.6. Adapt speech to a variety of</p>	<p>range of discipline-specific tasks, purposes, and audiences</p> <p>Speaking/Listening</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)</p> <p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an</p>	<p>and finished work, and provide a list of sources.</p> <p>W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking/Listening:</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge</p>
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	<p>phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>	<p>contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) Language L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions. L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence. L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed. L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening. L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems L.4.4. Determine or clarify the meaning of unknown and</p>	<p>understandable pace. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) Language L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.D. Recognize and correct inappropriate shifts in verb tense.* L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or</p>	<p>gained from the discussions. SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) Language: L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed. • Indicate a title by using the proper punctuation for the text • Explain the different types of punctuation used to indicate title and why • Spell</p>
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		<p>multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>	<p>restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>grade-appropriate words correctly • Use references as needed to aid in spelling</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 6	<p>Foundation Skills Across Genres Reading: Students will be introduced to fiction and nonfiction reading selections, appropriate to the whole group and individual reading levels. Students will understand how to select ‘just right’ books. Critical/analytical reading skills will be reviewed and reintroduced, through whole class and small group instruction. Small group and independent book clubs will be introduced, with procedures and structure for groups taught at this time. Students will utilize the RACER structure for supporting literary analysis. Students will review the foundational skills for writing across genres, with emphasis on: informational writing, analyzing text and using text for evidence/support, demonstrating understanding of central message and author’s purpose. Students will utilize ‘on-demand’ prompts as pre/post assessments to drive instruction throughout the writing process in order to develop an organized writing piece. Students will be introduced to the ‘Writer’s Notebook’ as an ongoing tool for writing use throughout the year.</p>	<p>Reading & Writing/Informational Genre Reading: Students will focus on informational, ‘real-world’ selections. With these selections students will: determine author’s purpose and make connections to self, other text and the world. Students will analyze selections, determine the central idea or theme, compare/contrast readings on the same topic and demonstrate use of text evidence in speaking and writing situations. Students will focus on honing skills for informational/nonfiction writing. These skills include: a thesis statement, utilization of text evidence with supporting details, the framing of an ‘argument’ with supported claims, informational and explanatory writing samples. Students will employ meta-cognition along with peer reflection to improve their writing, while working on individual ‘voice.’ Students may also include technology to gather evidence and support for informational writing</p>	<p>Reading & Writing/Literary-Fiction Genre Students will read literary selections, in whole group, small group and book club formats. Students will learn and grow in the literary reading skills of: identifying main idea and theme, author’s purpose and ways author uses text elements, connections to self/text/world, character analysis, identifying and using text evidence with supporting details in understanding text in speaking, and writing. Fiction selections will include: prose, plays, poetry. Students will learn to write responses to literature, using evidence and supporting details from the text, to: create a character analysis, reading response, summary, plot map, compare/contrast. Students will also write individual fiction pieces of their own ideas or unpacking a prompt. They will utilize the writing process of: brainstorming, ‘flash drafts/first drafts,’ writer’s workshop (to include peer and self edits, along with teacher conferencing). Students writing may include narratives, and poetry.</p>	<p>Reading Across Genres/Writing Informational Text Students will engage in reading texts of various genres, while making sense of the main ideas and structural components. Students will use their understanding of informational text and research skills to produce informational writing pieces for a specific purpose and audience.</p>
Standards	<p>Reading: RI.6.1 Cite textual evidence and</p>	<p>Reading: RI.6.1 Cite textual evidence and</p>	<p>Reading Literature: RL.6.1 Cite textual evidence and</p>	<p>Reading Literature RL.6.1 Cite textual evidence and</p>

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<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.</p> <p>Reading Informational</p> <p>RI.6.1 Cite textual evidence and</p>
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<p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p> <p>Writing: W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.D. Establish and maintain a formal/academic style, approach, and form. W.6.1.E. Provide a concluding statement or section that follows from the argument presented. W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5. With some guidance and support from peers and adults,</p>	<p>RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)</p> <p>Writing: W.6.1. Write arguments to support claims with clear reasons and relevant evidence. W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly. W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W.6.1.D. Establish and maintain a formal/academic style, approach, and form. W.6.1.E. Provide a concluding statement or section that follows from the argument presented. W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5. With some guidance and support from peers and adults,</p>	<p>RI.6.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Reading Informational Text: RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Writing: W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6.3.A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.6.3.B. Use narrative techniques,</p>	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed.</p> <p>Writing Standards W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,</p>
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	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>Speaking & Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that</p>	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>Speaking & Listening: SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that</p>	<p>such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3.E. Provide a conclusion that follows from the narrated experiences or events. W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry</p>	<p>and analysis of relevant content. W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.E. Establish and maintain a formal/academic style, approach, and form. W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented. W.6.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
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<p>contribute to the topic, text, or issue under discussion. SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to</p>	<p>contribute to the topic, text, or issue under discussion. SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>when appropriate. W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening</p>	<p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. (Choice) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence</p>
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	<p>improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking</p>	<p>spelling when writing.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate</p>	<p>from claims that are not").</p> <p>W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1.C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and</p>
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	<p>the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>paraphrasing.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language Standards</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use</p>
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			<p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p>L.6.6. Acquire and use accurately</p>	<p>punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p> <p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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			grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	Unit 1 8-10 Weeks	Unit 2 8-10 Weeks	Unit 3 8-10 Weeks	Unit 4 8-10 Weeks
Grade 7	<p>Reading Fiction & Nonfiction/Writing Informational Reading- 1-2 extended texts, 4-8 shorter texts fiction & nonfiction used for determining theme, point of view, characterization, & text evidence to support.</p> <p>Writing-Write informational/explanatory pieces, while incorporating facts, details, transitions & utilizing the writing process & technology. Write short research pieces, utilizing various sources & technology to complete.</p>	<p>Argument Writing with Nonfiction Reading</p> <p>Reading: 1-2 extended texts, 4-8 shorter texts of primarily the nonfiction genre. Determine theme, details, point of view & text features.</p> <p>Writing: Write arguments with well defined thesis, reasons & supporting evidence. Utilize the writing process & technology to complete the task. Engage in research for argument writing, as well as for additional short projects.</p>	<p>Reading & Writing Fiction</p> <p>Reading: Utilize text features to determine & cite theme, characterization, aspects of plot, point of view.</p> <p>Writing: Write a narrative incorporating the aspects of fiction writing: dialogue, descriptive details, setting, characters. Continue to produce informative writing & short research pieces. Incorporate the writing process and technology.</p>	<p>Culmination of 7th grade skills</p> <p>Reading: Analyze informational text using comprehension and analytical strategies. Compare information to other sources and use it to support ideas and claims.</p> <p>Writing: Write informational & explanatory pieces utilizing details, evidence, transitions & incorporating the text features of this genre. Use the writing process and technology to produce writing.</p> <p>Engage in Socratic seminars & debates.</p>
Standards	<p>Reading RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2.Determine a theme or central idea of a text and analyze its</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2.Determine a theme or central idea of a text and analyze its</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1 Cite several pieces of textual evidence and make relevant</p>	<p>Reading: RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.1 Cite several pieces of textual evidence and make relevant</p>

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	<p>development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text,</p>	<p>development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject</p>	<p>connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RL.7.6. Analyze how an author</p>
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	<p>including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Writing: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2.E. Establish and maintain a formal style/academic style, approach, and form. W.7.2.F. Provide a concluding statement or section that follows</p>	<p>(e.g., how the delivery of a speech affects the impact of the words). RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Writing: W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>	<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Writing: W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W.7.3.D. Use precise words and</p>	<p>develops and contrasts the points of view of different characters or narrators in a text. RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed. RI.7.1.10. **By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p> <p>Writing: W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2.C. Use appropriate transitions</p>
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	<p>from and supports the information or explanation presented.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>W.7.8. (Choice) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and</p>	<p>W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>W.7.8. (Choice) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. (Choice) Draw evidence from</p>	<p>phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>W.7.8. (Choice) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding</p>	<p>to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>W.7.8. (Choice) Gather relevant</p>
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	<p>research. W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation</p>	<p>literary or informational texts to support analysis, reflection, and research. W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking & Listening: SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or researched material under study;</p>	<p>plagiarism and following a standard format for citation. W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or</p>	<p>information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening: SL.7.1. Engage effectively in a</p>
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<p>by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p> <p>Language: L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p> <p>Language: L.7.1. Demonstrate command of the</p>	<p>researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p>	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks,</p>
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	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary</p>	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4.D. Verify the preliminary</p>	<p>Language:</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>L.7.2.B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries,</p>	<p>demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)</p> <p>Language:</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,</p>
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	<p>knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>Unit 1 8-10 Weeks</p>	<p>Unit 2 8-10 Weeks</p>	<p>Unit 3 8-10 Weeks</p>	<p>Unit 4 8-10 Weeks</p>
<p>Grade 8</p>	<p>Foundation Skills Across Genres Reading-Students will determine themes, analyze text for supporting details, make connections, &</p>	<p>Deeper Analysis in Reading & Writing Reading-Students demonstrate deeper use of textual evidence in</p>	<p>Text Analysis with Narrative/Literary Analysis Writing Reading-Students will analyze</p>	<p>Culmination of 8th grade Skills Across Genres Reading-Continued analysis of theme, text features, evidence,</p>

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	<p>delineate a character’s journey. Focus on small & whole group discussions. Writing-Focus on the nonfiction writing genres of: informational, explanatory, & research, along with writing a literary analysis. Utilizing the writing process and technology, students will write for short and extended time frames.</p>	<p>analyzing theme, characters, text structure, facts, connections. Students will evaluate various mediums and arguments presented in nonfiction text, delineating author’s thesis and evidence. Writing-The focus is on argument and research writing, utilizing multiple mediums for sources in both print & online tools. A student claim with distinct evidence statements and supports is required. Project-based presentations will focus on multi-media & visual displays.</p>	<p>theme, characterization, & compare/contrast two or more texts. In nonfiction, note author’s purpose & evidence statements of thesis. Writing-The focus is on writing narratives and a literary analysis. Using the writing process, students will create at least one narrative piece. Utilizing fiction text along with nonfiction sources, students will write at least one literary analysis. Discuss, analyze and present effectiveness of media messages in small groups and whole class.</p>	<p>author’s purpose, characters. Writing-Hone skills on informational/explanatory pieces, along with additional research tasks. Demonstrate written analysis of reading selections. Engage in Socratic seminars and debates.</p>
<p>Standards</p>	<p>READING: RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p>READING: RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as</p>	<p>READING: RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>	<p>READING: RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure</p>

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	<p>meaning and tone, including analogies or allusions to other texts. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RL.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. WRITING:</p>	<p>well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the</p>	<p>meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including</p>	<p>of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity (see Appendix A) or above, scaffolding as needed. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>
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<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>R.1.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <p>WRITING:</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1.D. Establish and maintain a formal style/academic style, approach, and form. W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented</p> <p>W.8.4. Produce clear and coherent writing in which the development,</p>	<p>its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>WRITING:</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the</p>	<p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text complexity (see Appendix A) or above, with scaffolding as needed</p> <p>WRITING:</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a</p>
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<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 (Choice). Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading</p>	<p>organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and</p>	<p>narrated experiences or events.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard</p>	<p>formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. 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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and</p>
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<p>standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SPEAKING & LISTENING: SL.8.1.-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and</p>	<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</p> <p>W.8.9 (Choice). Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence). W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SPEAKING & LISTENING: SL.8.1. Engage effectively in a range of collaborative discussions</p>	<p>format for citation.</p> <p>W.8.9 (Choice). Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SPEAKING & LISTENING: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 (Choice). Apply grade 8 Reading standards to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>SPEAKING & LISTENING: SL.8.1. Engage effectively in a</p>
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<p>reflect on ideas under discussion. SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p> <p>LANGUAGE: L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.A. Explain the function of verbals (gerunds, participles,</p>	<p>(one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details;</p>	<p>teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details;</p>	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen</p>
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	<p>infinitives) in general and their function in particular sentences</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p> <p>LANGUAGE:</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.B. Form and use verbs in the active and passive voice.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p> <p>L.8.2.C. Spell correctly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.3.A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a</p>	<p>use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p> <p>LANGUAGE:</p> <p>L.8.1</p> <ul style="list-style-type: none"> • Identify a variety of verb voices and moods in reading • Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing <p>L.8.2</p> <ul style="list-style-type: none"> • Use punctuation (comma, ellipsis, dash) to indicate a pause or break • Apply common rules and patterns to spell words correctly <p>L.8.3</p> <ul style="list-style-type: none"> • Identify verbs used in the active and passive voice and in the conditional and subjunctive mood • Select verbs in various moods to achieve an intentional effect <p>L.8.4</p> <ul style="list-style-type: none"> • Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word 	<p>claims and evidence, and add interest</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p> <p>LANGUAGE:</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p> <p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4.C. Consult reference materials</p>
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		<p>range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5.B. Use the relationship between particular words to better understand each of the words</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<ul style="list-style-type: none"> • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital <p>L.8.5</p> <ul style="list-style-type: none"> • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Identify the relationship of words • Clarify words by using the relationship between them • Discern the difference in meaning between closely related words <p>L.8.6</p> <ul style="list-style-type: none"> • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form 	<p>(e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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