

English Language Arts Priority Standards: Grades K-12

Leveraging Learning in Grade K English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	With assistance, develop and demonstrate comprehension-reading skills in response to read alouds. Asking and responding to questions about texts read aloud	K.R.1.A K.R.1.A.b
	With assistance, develop an understanding of vocabulary. Using words and phrases acquired through conversations, reading and being read to, and responding to texts	K.R.1.B K.R.1.B.e
	Read independently for sustained periods of time.	K.R.1.D
	With assistance, read, infer and draw conclusions using fiction texts including poetry and drama. Identify elements of a story, including setting, characters, and key events	K.R.2.A K.R.2.A.a
	With assistance, read, infer and draw conclusions using text features in nonfiction texts. Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations	K.R.3.A K.R.3.A.a
	With assistance, read, infer and draw conclusions using text structures in nonfiction texts. Name the main topic and recall key details of the text	K.R.3.C K.R.3.C.c
Foundational Skills	Develop print awareness in the reading process. - Identifying all upper- and lower-case letters - Demonstrating that books are read left to right, top to bottom - Demonstrating one-to-one correspondence between spoken words and written words	K.RF.1.A K.RF.1.A.a K.RF.1.A.c K.RF.1.A.f
	Develop phonemic awareness in the reading process. - Identifying sounds in spoken words - Produce rhymes in response to spoken words - Distinguishing orally presented rhyming pairs of words from non-rhyming pairs - Blending spoken onsets and rimes to form simple words - Blending spoken phonemes to form one-syllable words - Isolating the initial, medial, and final sounds in spoken words - Segmenting spoken words into two or three phonemes	K.RF.2.A K.RF.2.A.a K.RF.2.A.b K.RF.2.A.c K.RF.2.A.e K.RF.2.A.f K.RF.2.A.g K.RF.2.A.h
	Develop phonics in the reading process. - Producing and writing letter(s) for most short vowel and consonant sounds - Reading high-frequency words - Blending letter sounds to decode simple words - Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words	K.RF.3.A K.RF.3.A.a K.RF.3.A.b K.RF.3.A.c K.RF.3.A.d

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Writing	With assistance, draw/write opinion texts.	K.W.2.A
	With assistance, draw/write informative/explanatory texts.	K.W.2.B
	With assistance, draw/write fiction or non-fiction narratives and poems.	K.W.2.C
Language	In written text, apply standard English grammar. <i>Demonstrate the use of complete sentences in shared language activities</i>	K.L.1.A K.L.1.A.d
	In written text, apply punctuation, capitalization and spelling. <i>Print in upper and lowercase letters</i> <i>Recognize that a sentence ends with punctuation marks</i> <i>Capitalize first word in a sentence</i>	K.L.1.B K.L.1.B.a K.L.1.B.b K.L.1.B.d
	Speak clearly using conventions of language when presenting individually or with a group. <i>Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media</i>	K.SL.3.A K.SL.3.A.c

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Leveraging Learning in Grade 1 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	Develop and demonstrate comprehension skills in response to reading texts and read-alouds. - Seeking clarification and locating facts and details about stories and other texts - Retelling main ideas in sequence including key details	1.R.1.A 1.R.1.A.c 1.R.1.A.d
	Develop an understanding of vocabulary. - Identifying common root words and their inflectional endings - Using words and phrases acquired through conversations, reading and being read to, responding to texts	1.R.1.B 1.R.1.B.b 1.R.1.B.i
	Read independently for multiple purposes over sustained periods of time.	1.R.1.D
	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. - Describe characters, setting, problem, solution, and events in logical sequence - Describe the main idea of a story - Compare and contrast adventures and experiences of characters in stories	1.R.2.A 1.R.2.A.a 1.R.2.A.b 1.R.2.A.g
	Read, infer and draw conclusions using text features in nonfiction texts. - Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words - Use text features to locate specific information in text	1.R.3.A 1.R.3.A.b 1.R.3.A.c
	Read, infer and draw conclusions using text structures in nonfiction texts. Identify main ideas and provide supporting details	1.R.3.C 1.R.3.C.b
Foundational Skills	Develop phonemic awareness in the reading process. - Producing and identifying sounds and syllables in spoken words - Distinguish between long and short vowel sounds - Recognize change in a spoken word when a specific phoneme is added, changed or removed - Blending spoken phonemes to form one- or two-syllable words including consonant blends - Segmenting spoken words of three to five phonemes into individual phonemes	1.RF.2.A 1.RF.2.A.a 1.RF.2.A.b 1.RF.2.A.c 1.RF.2.A.d 1.RF2.A.e
	Develop phonics in the reading process. - Decoding words in context by using letter-sound knowledge - Identifying letters for spelling of short and long vowels - Producing consonant blends - Producing consonant digraphs - Combining sounds from letters and common spelling patterns to decode recognizable words	1.RF.3.A 1.RF.3.A.a 1.RF.3.A.b 1.RF.3.A.c 1.RF.3.A.d 1.RF.3.A.e

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	• <i>Using syllabication patterns to decode words</i> • <i>Reading high-frequency words</i>	<i>1.RF.3.A.f</i> <i>1.RF.3.A.j</i>
Writing	Appropriate to genre type, develop a draft from prewriting.	1.W.1.B
	Reread, revise and edit drafts with assistance from adults/peers.	1.W.1.C
	Write opinion texts.	1.W.2.A
	Write informative/explanatory texts.	1.W.2.B
	Write fiction or nonfiction narratives and poems.	1.W.2.C
	With assistance, apply research process to use information from a variety of sources. • <i>Gather personal and natural evidence from available sources as well as from interviews with local experts</i>	1.W.3.A <i>1.W.3.A.c</i>
Language	In written text, apply standard English grammar. • <i>Produce complete simple and compound sentences</i>	1.L.1.A <i>1.L.1.A.g</i>
	In written text, apply punctuation, capitalization and spelling. • <i>Use ending punctuation</i> • <i>Capitalize the first letter of others' first and last names</i>	1.L.1.B <i>1.L.1.B.b</i> <i>1.L.1.B.c</i>
Speaking/Listening	Speak clearly and to the point using conventions of language when presenting individually or with a group. • <i>Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions</i>	1.SL.3.A <i>1.SL.3.A.c</i>

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Leveraging Learning in Grade 2 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	Develop and demonstrate comprehension-reading skills in response to text. - Seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text - Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral	2.R.1.A 2.R.1.A.c 2.R.1.A.d
	Develop an understanding of vocabulary. - Using prefixes, root words, and suffixes to determine the meaning of words - Using context to determine the meaning of a new word or multiple-meaning words in text - Using conversational, general academic and domain-specific words and phrases	2.R.1.B 2.R.1.B.a 2.R.1.B.c 2.R.1.B.h
	Read independently for multiple purposes over sustained periods of time.	2.R.1.D
	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. - Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson - Describe the main characters in works of fiction, including other traits, motivations, and feelings - Describe cause and effect relationships - Compare and contrast the differences in points of view of characters and how stories are narrated	2.R.2.A 2.R.2.A.a 2.R.2.A.b 2.R.2.A.d 2.R.2.A.f
	Read, infer and draw conclusions using text features in nonfiction texts. Identify the main idea of sections of text and distinguish it from the topic	2.R.3.A 2.R.3.A.a
	Read, infer and draw conclusions using text structures in nonfiction texts. - Explain main ideas and supporting details - Describe the connection between and identify problems and solutions	2.R.3.C 2.R.3.C.a 2.R.3.C.c
	Develop phonics in the reading process. - Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs - Decoding regularly spelled two-syllable words with long vowels - Using common syllable patterns to decode words including r-controlled vowels - Reading irregularly spelled high-frequency words	2.RF.3.A 2.RF.3.A.a 2.RF.3.A.c 2.RF.3.A.h 2.RF.3.A.i
Writing	Appropriate to genre type, develop a draft from prewriting.	2.W.1.B

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	Reread, revise and edit drafts with assistance from adults/peers.	2.W.1.C
	Write opinion texts.	2.W.2.A
	Write informative/explanatory texts.	2.W.2.B
	Write fiction or nonfiction narratives and poems.	2.W.2.C
	Apply research process to use information from a variety of sources. - Gather evidence from available sources, literary and informational - Record basic information from literary and informational text in simple visual format	2.W.3.A 2.W.3.A.d 2.W.3.A.e
Language	In speech and written form, apply standard English grammar. Produce simple declarative, imperative, exclamatory, and interrogative sentences	2.L.1.A 2.L.1.A.h
	In written text, apply punctuation, capitalization and spelling. - Use apostrophes correctly for contractions - Capitalize weeks, days, month, holidays	2.L.1.B 2.L.1.B.c 2.L.1.B.d
Speaking/Listening	Speak clearly and to the point using conventions of language when presenting individually or with a group. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	2.SL.3.A 2.SL.3.A.b

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Leveraging Learning in Grade 3 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	Develop and demonstrate comprehension-reading skills in response to texts. <i>Drawing conclusions and support with textual evidence</i> <i>Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</i>	3.R.1.A <i>3.R.1.A.b</i> <i>3.R.1.A.c</i>
	Develop an understanding of vocabulary. <i>Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</i> <i>Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</i> <i>Distinguishing the literal and nonliteral meanings of words and phrases in context</i> <i>Using conversational, general academic, and domain-specific words and phrases</i>	3.R.1.B <i>3.R.1.B.a</i> <i>3.R.1.B.b</i> <i>3.R.1.B.d</i> <i>3.R.1.B.i</i>
	Read independently for multiple purposes over sustained periods of time.	3.R.1.D
	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. <i>Summarize and sequence the events/plot and explain how past events impact future events</i> <i>Describe the personality traits of characters from their thoughts, words, and actions</i> <i>Describe the interaction of characters, including relationships and how they change</i> <i>Explain cause and effect relationships</i> <i>Distinguish their own point of view from that of the narrator or those of the characters</i>	3.R.2.A <i>3.R.2.A.a</i> <i>3.R.2.A.b</i> <i>3.R.2.A.c</i> <i>3.R.2.A.f</i> <i>3.R.2.A.g</i>
	Read, infer and draw conclusions using text features in nonfiction texts. <i>Identify the details or facts that support the main idea</i> <i>Use text and graphic features to locate information and to make and verify predictions</i>	3.R.3.A <i>3.R.3.A.b</i> <i>3.R.3.A.c</i>
	Read, infer and draw conclusions using literary techniques in nonfiction texts. <i>Distinguish point of view from what the author is trying to persuade the reader to think or do</i>	3.R.3.B <i>3.R.3.B.c</i>

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	Read, infer and draw conclusions using text structures in nonfiction texts. - Describe relationships among events, ideas, concepts, and cause and effect in texts - Explain the relationship between problems and solution solutions - Compare and contrast the most important points and key details presented in texts on the same topic	3.R.3.C 3.R.3.C.a 3.R.3.C.b 3.R.3.C.e
Foundational Skills	Develop phonics in the reading process. - Decoding multisyllabic words in context and independent of context by applying common spelling patterns - Reading irregularly spelled high-frequency words	3.RF.3.A 3.RF.3.A.a 3.RF.3.A.f
Writing	Appropriate to genre type, develop a draft from prewriting.	3.W.1.B
	Reread, revise and edit drafts with assistance from adults/peers.	3.W.1.C
	Write opinion texts.	3.W.2.A
	Write informative/explanatory texts.	3.W.2.B
	Write fiction or nonfiction narratives and poems.	3.W.2.C
	Apply research process to use information from a variety of sources. Decide what sources of information might be relevant to answer questions	3.W.3.A 3.W.3.A.c
Language	In speech and written form, apply standard English grammar. Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	3.L.1.A 3.L.1.A.f
	In written text, apply punctuation, capitalization and spelling. - Use an apostrophe to form possessives - Capitalize names of places - Capitalize titles of books, stories, songs	3.L.1.B 3.L.1.B.b 3.L.1.B.f 3.L.1.B.g
Speaking/Listening	Develop and apply effective listening skills and strategies in formal and informal settings. Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others	3.SL.1.A 3.SL.1.A.b

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Leveraging Learning in Grade 4 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	Develop and demonstrate comprehension-reading skills in response to texts. <i>Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</i> <i>Drawing conclusions by providing textual evidence of what the text says explicitly</i>	4.R.1.A <i>4.R.1.A.a</i> <i>4.R.1.A.b</i>
	Develop an understanding of vocabulary. <i>Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes</i> <i>Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words</i> <i>Identify the meaning of common idioms and figurative language</i> <i>Using conversational, general academic, and domain-specific words and phrases</i>	4.R.1.B <i>4.R.1.B.a</i> <i>4.R.1.B.b</i> <i>4.R.1.B.d</i> <i>4.R.1.B.f</i>
	Read independently for multiple purposes over sustained periods of time.	4.R.1.D
	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. <i>Summarize and sequence the events/plot, explain how past events impact future events, and identify the theme</i> <i>Describe the interaction of characters, including relationships and how they change</i> <i>Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</i>	4.R.2.A <i>4.R.2.A.a</i> <i>4.R.2.A.c</i> <i>4.R.2.A.e</i>
	Read, infer and draw conclusions using text features in nonfiction texts. <i>Use multiple text features to locate information and gain an overview of the contents of text</i> <i>Interpret and explain factual information presented graphically</i>	4.R.3.A <i>4.R.3.A.a</i> <i>4.R.3.A.c</i>
	Read, infer and draw conclusions using literary techniques in nonfiction texts. <i>Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis</i> <i>Explain how an author uses language to present information to influence what the reader thinks or does</i>	4.R.3.B <i>4.R.3.B.b</i> <i>4.R.3.B.c</i>

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	Read, infer and draw conclusions using text structures in nonfiction texts. <i>Explain explicit and implicit relationships among ideas in texts</i>	4.R.3.C <i>4.R.3.C.b</i>
Foundational Skills	Develop phonics in the reading process. <i>Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</i> <i>Reading root words, prefixes, and suffixes and important words from specific content curricula</i>	4.RF.3.A <i>4.RF.3.A.a</i> <i>4.RF.3.A.b</i>
Writing	Appropriate to genre type, develop a draft from prewriting.	4.W.1.B
	Reread, revise and edit drafts with assistance.	4.W.1.C
	Write opinion texts.	4.W.2.A
	Write informative/explanatory texts.	4.W.2.B
	Write fiction or nonfiction narratives and poems.	4.W.2.C
	Apply research process to use information from a variety of sources. <i>Identify a variety of relevant sources, literary and informational</i> <i>Differentiate between paraphrasing and plagiarism when using ideas of others</i>	4.W.3.A <i>4.W.3.A.c</i> <i>4.W.3.A.g</i>
Language	In speech and written form, apply standard English grammar. <i>Produce and expand the complete simple and compound four types of sentences</i>	4.L.1.A <i>4.L.1.A.h</i>
	In written text, apply punctuation, capitalization and spelling. <i>Insert a comma before a coordinating conjunction in a compound sentence</i> <i>Use correct capitalization</i>	4.L.1.B <i>4.L.1.B.c</i> <i>4.L.1.B.e</i>
Speaking/Listening	Develop and apply effective listening skills and strategies in formal and informal settings. <i>Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others</i>	4.SL.1.A <i>4.SL.1.A.b</i>

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Leveraging Learning in Grade 5 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading (Literary and Informational)	Develop and demonstrate comprehension-reading skills in response to texts. <i>Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i> <i>Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</i>	5.R.1.A <i>5.R.1.A.a</i> <i>5.R.1.A.b</i>
	Develop an understanding of vocabulary. <i>Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</i> <i>Using context to determine meaning of unfamiliar or multiple-meaning words</i> <i>Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</i> <i>Using conversational, general academic, and domain-specific words and phrases</i>	5.R.1.B <i>5.R.1.B.a</i> <i>5.R.1.B.b</i> <i>5.R.1.B.d</i> <i>5.R.1.B.g</i>
	Read independently for multiple purposes over sustained periods of time.	5.R.1.D
	Read, infer, analyze and draw conclusions using fiction texts including poetry and drama. <i>Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</i> <i>Explain the theme or moral lesson, conflict, and resolution in a story or novel</i> <i>Describe how a narrator's or speaker's point of view influences others</i>	5.R.2.A <i>5.R.2.A.a</i> <i>5.R.2.A.b</i> <i>5.R.2.A.c</i>
	Read, infer and draw conclusions using text features in nonfiction texts. <i>Use multiple text features and graphics to locate information and gain an overview of the contents of text information</i>	5.R.3.A <i>5.R.3.A.a</i>
	Read, infer and draw conclusions using literary techniques in nonfiction texts. <i>Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</i> <i>Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</i>	5.R.3.B <i>5.R.3.B.a</i> <i>5.R.3.B.g</i>

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	Read, infer and draw conclusions using text structures in nonfiction texts. - Analyze how the pattern of organization of a text influences the relationships - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	5.R.3.C <i>5.R.3.C.c</i> <i>5.R.3.C.e</i>
Foundational Skills	Develop phonics in the reading process. - Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context - Reading root words, prefixes, suffixes, and important words from all specific content curricula	5.RF.3.A <i>5.RF.3.A.a</i> <i>5.RF.3.A.b</i>
Writing	Appropriate to genre, type develop a draft from prewriting.	5.W.1.B
	Reread, revise and edit drafts with assistance.	5.W.1.C
	Write opinion texts.	5.W.2.A
	Write informative/explanatory texts.	5.W.2.B
	Write fiction or nonfiction narratives and poems.	5.W.2.C
	Apply a research process to use information from a variety of sources. - Select relevant sources, literary and informational - Differentiate between paraphrasing and plagiarism when using ideas of others	5.W.3.A <i>5.W.3.A.d</i> <i>5.W.3.A.g</i>
Language	In speech and written form, apply standard English grammar. - Explain and use the eight parts of speech - Produce a variety of complex sentences in writing	5.L.1.A <i>5.L.1.A.a</i> <i>5.L.1.A.e</i>
	In written text, apply punctuation, capitalization and spelling. - Use a comma to separate an introductory clause in a complex sentence - Use apostrophes in singular nouns to show possession - Write apostrophes in regular plural nouns to show possession	5.L.1.B <i>5.L.1.B.c</i> <i>5.L.1.B.h</i> <i>5.L.1.B.i</i>
Speaking/Listening	Develop and apply effective listening skills and strategies in formal and informal settings. - Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others - Listening for speaker's message and summarizing main points based on evidence	5.SL.1.A <i>5.SL.1.A.b</i> <i>5.SL.1.A.d</i>

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Leveraging Learning in Grades 6 English Language Arts		
Strand	Priority Standards (Missouri Learning Standards listed below are all priority standards)	Priority Codes
Reading Text (Literary and Informational)	Approach texts as a reader by comprehending and interpreting grade appropriate texts. <i>Evidence/Inference</i> - draw conclusion, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <i>Word Meaning</i> - determine meaning of words and phrases as they are used in the text, including figurative and connotative language meanings using context, affixes or reference materials <i>Theme/Claim</i> - determine the theme(s)/central idea of a text and cite evidence of its development	6.RL.1 6.RI.1 6.RL.1.A 6.RI.1.A 6.RL.1.B 6.RI.1.B 6.RL.1.D 6.RI.1.D
	Approach texts as a writer by analyzing craft and structure in grade appropriate texts. <i>Point of View</i> - explain how an author develops the point of view of the narrator or speaker in a literary text - explain how an author's point of view or purpose is conveyed in an informational text <i>Craft and Meaning</i> - analyze how word choice, including figurative language and/or the repetition of words or word sounds, contribute to meaning <i>Interaction and Meaning</i> - describe how a particular text's plot unfolds in a series of episodes as well as and how the characters respond or change as the plot moves toward a resolution <i>Argument and Evidence</i> - identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not	6.RL.2 6.RI.2 6.RL.2.B 6.RI.2.B 6.RL.2.C 6.RI.2.C 6.RL.2.D 6.RI.2.D
	Approach texts as a researcher by synthesizing/comparing/ contrasting ideas from multiple grade appropriate texts. <i>Relationships in Texts</i> compare and contrast one author's presentation of events with that of another	6.RI.3 6.RI.3.B

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Writing	Approach the writing task as a researcher. <i>Research</i> - conduct research to answer a question drawing on several sources; integrate information - gather relevant information from multiple print and digital resources - assess the credibility of sources - quote or paraphrase while avoiding plagiarism; provide basic bibliographic information for sources	6.W.1.A 6.W.1.A.a 6.W.1.A.b
	Approach the writing task as a writer. <i>Development</i> Follow a writing process to produce writings in narrative, expository and argumentative genres: - Narrative writing, including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques and relevant descriptive details - Expository (informative/explanatory) writing to examine a topic with relevant facts, examples, and details - Argumentative writing introducing and supporting a claim with clear reasons and relevant evidence	6.W.2.A 6.W.2.A.a 6.W.2.A.b 6.W.2.A.c
	Approach the writing task as a reader. <i>Revise and edit writing with consideration for task, purpose and audience.</i> - introduce the topic, maintain a clear focus throughout the text, provide a conclusion that follows from the text - choose precise language and establish and maintain an appropriate and consistent style with complete sentences - demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation - use transitions to clarify relationships, connect ideas and claims, and signal time shifts	6.W.3.A 6.W.3.A.a 6.W.3.A.b 6.W.3.A.c 6.W.3.A.d
Speaking/Listening	Collaborate <i>Questioning</i> - delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion <i>Viewpoints of Others</i> - Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing	6.SL.1 6.SL.1.B 6.SL.1.C