# KINDERGARTEN

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.K.1: 1 Demonstrate understanding of the organization and basic features of print.<br>a. Follow words from left to right, top to bottom, and page by page.<br>b. Recognize spoken words are represented in written language by specific sequences of letters.<br>c. Understand words are separated by spaces in print.<br>d. Recognize and name all upper- and lowercase letters of the alphabet. |
| Phonological Awareness | RF.K.2: 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Recognize and produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>c. Blend and segment onsets and rimes of single-syllable spoken words.<br>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/.)<br>e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| Phonics and Word Recognition | RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.<br>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.<br>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).<br>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| Fluency | RF.K.4: RF.K.4 Read emergent-reader texts with purpose and understanding |
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| **Reading** | |
| Key Ideas and Details | R.K.1: R.K.1 With prompting and support, develop and answer questions about a text. (RI&RL) |
| | R.K.2: With prompting and support, retell stories (RL); share key details from a text. (RI) |
| | R.K.3: With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI&RL) |
| Craft and Structure | R.K.4: 4 With prompting and support, identify specific words that express feelings or content- specific words within a text. (RI&RL) |
| | R.K.5: 5 Identify literary and informational texts. (RI&RL) |
| | R.K.6: Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL) |

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| Integration of Knowledge and Ideas | R.K.7: With prompting and support, describe the relationship between illustrations and the text. (RI&RL) |
| | R.K.8: With prompting and support, identify specific information to support ideas in a text. (RI) |
| | R.K.9: With prompting and support, compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.K.1. Use a comibination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultanesouly or independently, for a variety of high-stakes and low-stakes puposes. |
| | W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes:<br>a. Opinion pieces in which they tell the read the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.<br>b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.<br>c. Convey events, real or imagined and 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. |
| | W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:<br>a. Organization: Provide a sense of structure, attempt an introduction.<br>b. Word choice (including domain specific): use words familiar to the student. |
| Production and Distribution of Writing | W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| | W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| | 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. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing. |
| to Build and Present Knowledge | W.K. 7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a 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. |

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| Inquiry t | W.K. 9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text. |
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| **Speaking and Listening** | |
| Comprehension and Collaboration | SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.<br>b. Participate in a conversation through multiple exchanges.<br>c. Ask questions about the topic/text.<br>d. Consider individual differences when communicating with others. |
| | SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| | SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Presentation of Knowledge and Ideas | SL.K.4 With guidance and support, descriibe familiar people, places, things, and events. |
| | SL. K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions. |
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| **Language** | |
| Knowledge of Language | L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. |
| Vocabulary Acquisition and Use | L.K.2 Determine or clarify the meaning of uknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized referene materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Begin to recognize some words have multiple meanints (eg duck, tie)<br>b. Use some word prefixes and suffixes as clues to the meaning of ujnown words (ex: un-, ed). |
| | L. K. 3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:<br>a. Ask and answer questions about unknown words.<br>b. Sort common objects into categories.<br>c. Demonstrate understanding of frequently occurring verbs and their opposites (antonyms).<br>d. Connect common words to real life (e.g., colorful).<br>e. Act out shades of meanings with verbs (e.g.,strut, skip). |

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| | L.K.4 Demonstrate an ability to sollaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general, academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. |
| Conventions of Standardized English | L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Frequently used nounds, verbs, and prepositions.<br>b. Oral pluralizations of nouns.<br>c. Question words (who, what, etc.)<br>d. Oral production and expansion of complete sentences. |
| | L.K. 6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Capitalization of the first word in a sentence.<br>b. Name frequently used punctuation.<br>c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).<br>d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3). |

# 1ST GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| Phonological Awareness | RF.1 .2:Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).<br>e. Add, delete, or substitute individual sounds(phonemes) in simple one-syllable words to make new words. |
| Phonics and Word Recognition | RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Know the spelling-sound correspondences for common consonant digraphs.<br>b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).<br>c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).<br>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.<br>e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.<br>f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and read grade-appropriate irregularly spelled words |
| Fluency | RF.1.4: Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary |
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| **Reading** | |
| Key Ideas and Details | R.1.1: Develop and answer questions about key ideas and details in a text. (RI&RL) |
| | R.1.2: Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL) |
| | R.1.3: Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL) |
| ucture | R.1.4: Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL) |

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| Craft and Struc | R.1.5: Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL) |
| | R.1.6: Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) |
| Integration of Knowledge and Ideas | R.1.7: Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL) |
| | R.1.8: Identify specific information an author or illustrator gives that supports ideas in a text. (RI) |
| | R.1.9: Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.1.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| | W.1.2 Write text in a variety of modes:<br>a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.<br>b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.<br>c. Convey events, real or imagined, through 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.1.3 Create writing that utilizes:<br>a. Organization: provide a beginning, middle and a simple ending.<br>b. Transitions: simple word transitions and temporal words/pictures that link ideas.<br>c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. |
| Production and Distribution of Writing | W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.(Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| | W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| | 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.Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing. |
| d Present | W.1.7 Participate in shared inquiry 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). |

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| Inquiry to Build and Knowledge | W. 1. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| | W.1.9 With guidance and support from adults, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. |
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| **Speaking and Listening** | |
| Comprehension and Collaboration | S.L. 1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.<br>a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.<br>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.<br>c. Ask questions to clear up any confusion about the topics and texts under discussion.<br>d. Consider individual differences when communicating with others. |
| | S.L.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media |
| | S.L.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| Presentation of Knowledge and Ideas | S.L.4 Describe people, places, things, and events with relevant details, expressing ideas clearly. |
| | S.L.5 Create an original or utilize existing visual displays to support descriptions to clarify ideas, thorughts, and feelings. |
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| **Language** | |
| Knowledge of Language | L.1.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community |
| | L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).<br>b. Identify common root words. |

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| Vocabulary Acquisition and Use | L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults:<br>a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).<br>b. Explain rationale for sorting words into categories.<br>c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large). |
| | L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships. |
| Conventions of Standardized English | L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.Appropriately use and explain the intended purpose of language choice with:<br>a. Common, proper, and possessive nouns.<br>b. Nouns/verbs agreement in simple sentences.<br>c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.<br>d. Production and expansion of complete sentences in response to prompts. |
| | L.1.6 Demonstrate contextually appropriate use of theconventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.Appropriately use and explain the intended purpose in conventions with:<br>a. Capitalization of dates and names of people.b. End punctuation.<br>c. Commas in dates and simple sets.<br>d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3). |

# 2ND GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.2.1: Not Applicable in Grade 2 |
| Phonological Awareness | RF.2.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds. |
| Phonics and Word Recognition | RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>b. Know spelling-sound correspondences for additional common vowel teams.<br>c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable:fantastic, etc.).<br>d. Decode words with common prefixes and suffixes.<br>e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. o Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). o Know when to double the final consonant when adding a suffix. -ing, -ed.<br>f. Recognize and read grade-appropriate irregularly spelled words. |
| Fluency | RF.2.4: Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| **Reading** | |
| Key Ideas and Details | R.2.1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) |
| | R.2.2: Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL) |
| | R.2.3: Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI) |

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| Craft and Structure | R.2.4: Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL) |
| | R.2.5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) |
| | R.2.6: Identify examples of how illustrations, text features,and details support the point of view or purpose of the text. (RI&RL) |
| Integration of Knowledge and Ideas | R.2.7: Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL) |
| | R.2.8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI) |
| | R.2.9: Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| | W.2.2 Write text in a variety of modes:<br>a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.<br>b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.<br>c. Convey events, real or imagined, through 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. |
| | W.2.3 Create writing that utilizes:<br>a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.<br>b. Transitions: use transitions to link and build connections between ideas, text, and events.<br>c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images. |
| and Distribution of Writing | W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| | W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing |

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| Production a... | 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. Learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing. |
| Inquiry to Build and Present Knowledge | W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| | W.2.8 Recall information from experiences or gather information from provided sources to answer a question. |
| | W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text. |
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| **Speaking and Listening** | |
| Comprehension and Collaboration | SL 2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.<br>b. Build on others' talk in conversations by linking their comments to the remarks of others.<br>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.<br>d. Consider individual differences when communicating with others. |
| | SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| | SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic. |
| Presentation of Knowledge and Ideas | SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly |
| | SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings. |
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| **Language** | |
| Knowledge of Language | L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).<br>b. Recognize formal and informal uses of English. |

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| Vocabulary Acquisition and Use | L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Determine the meaning of a new word when a prefix or suffix is added.<br>b. Use a common root word as a clue to the meaning of an unknown word.<br>c. Use individual words to predict meaning of compound words (e.g., birdhouse).<br>d. Use resources to clarify meanings of words. |
| | L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).<br>b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).<br>c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased). |
| | L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.). |
| Conventions of Standardized English | L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.<br>b. Production, expansion, and rearrangement of complete simple and compound sentences. |
| | L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to uses standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Capitalization of holidays, products, geographic places.<br>b. Commas in greetings and closings.<br>c. Apostrophes in contractions and frequently occurring possessives.<br>d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3). |

# 3RD GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.3.1 not applicible in Grade 3 |
| Phonological Awareness | RF.3.2 not applicible in Grade 3 |
| Phonics and Word Recognition | RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.<br>a. Identify and know the meaning of the most common prefixes and derivational suffixes.<br>b. Decode words with common Latin suffixes.<br>c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).<br>d. Read grade-appropriate irregularly spelled words<br>e. Apply common encoding rules:<br>f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).<br>g. Know when to double the final consonant when adding a suffix. See L.3.6 for additional spelling/encoding/word analysis guidance. |
| Fluency | RF.3.4: Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| **Reading** | |
| Key Ideas and Details | R.3.1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) |
| | R.3.2: Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL) |
| | R.3.3: Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) |
| ...ure | R.3.4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL) |

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| Craft and Structure | R.3.5: Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)<br>Identify and use text features to build comprehension. (RI) |
| | R.3.6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) |
| Integration of Knowledge and Ideas | R.3.7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) |
| | R.3.8: Explain how claims in a text are supported by relevant reasons and evidence. (RI) |
| | R.3.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| | W.3.2 Write text in a variety of modes:<br>a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.<br>b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.<br>c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. |
| | W.3.3 Create writing that utilizes:<br>a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.<br>b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.<br>c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. |
| tion and Distribution of Writing | W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic 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 adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing. |

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| roductio | W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing |
| Inquiry to Build and Present Knowledge | W.3.7 Conduct short inquiry projects that build knowledge about a topic |
| | 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.3.9 Recall facts from literary or informational texts to support reflection, and inquiry |
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| **Speaking and Listening** | |
| Comprehension and Collaboration | SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.<br>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a timeabout the topics and texts under discussion).<br>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d. Explain their own ideas and understanding in light of the discussion |
| | SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in. diverse media and formats. |
| | SL.3.3 Ask and answer questions about information from a speaker, offering elaboration and detail. |
| Presentation of Knowledge and Ideas | SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| | SL.3.5 Include digital media and visual displays in presentations to enhance certain facts and details. |
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| **Language** | |
| Knowledge of Language | L.3.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professionalwriting/speaking).<br>b. Recognize differences between the conventions of written and spoken English.<br>c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. |

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| Vocabulary Acquisition and Use | L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of new words when a suffix or prefix is added.<br>c. Use resources to determine word meanings |
| | L.3.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.<br>a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.<br>b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, Suspected).<br>c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). |
| | L.3.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.<br>a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.). |
| Conventions of Standardized English | L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Irregular and regular nouns and verbs.<br>b. Simple verb tenses.<br>c. Subject-verb agreement.<br>d. Simple and compound sentences.<br>e. Easily confused words (e.g., to, too, two) |
| | L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:<br>a. Titles.<br>b. Quotation marks for speech.<br>c. Possessives.<br>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>e. Use conventional spelling for high frequency words.<br>f. Use conventional spelling for adding suffixes to basic words.<br>g. Use learned syllable patterns and reference materials to solve and write unknown words |

# 4TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.4.1 not applicible in Grade 4 |
| Phonological Awareness | RF.4.2 not applicible in Grade 4 |
| Phonics and Word Recognition | RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. • 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.See L.4.6 for additional spelling/encoding/word analysis guidance |
| Fluency | RF.4.4: Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| **Reading** | |
| Key Ideas and Details | R.4.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) |
| | R.4.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) |
| | R.4.3: 3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)<br>Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) |
| | R.4.4: 4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL) |

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| Craft and Structure | R.4.5: Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) |
| | R.4.6: In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI) |
| Integration of Knowledge and Ideas | R.4.7: Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL) |
| | R.4.8: Explain how claims in a text are supported by relevant reasons and evidence. (RI) |
| | R.4.9: Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| | W.4.2 Write text in a variety of modes:<br>a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.<br>b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.<br>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations |
| | W.4.3 Create writing that utilizes:<br>a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.<br>b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.<br>c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas |
| on of Writing | W.4.4 Produce clear and coherent writing in which the development and organization are culturallysustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| Production and Distribution | W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing |
| | W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting). |
| Inquiry to Build and Present Knowledge | W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic. |
| | 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. |
| | W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry. |
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| Speaking and Listening | |
| Comprehension and Collaboration | SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.<br>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).<br>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats. |
| | SL.4.3 Identify the reasons and evidence a speaker provides to support particular points |
| Presentation of Knowledge and Ideas | SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. |
| | SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes. |
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| Language | |

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| Knowledge of Language | L.4.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).<br>b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).<br>c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.<br>d. Choose punctuation for effect. |
| Vocabulary Acquisition and Use | L.4.2 Determine or clarify the meaning of unknown and multiplemeaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Use context as a clue to the meaning of a word or phrase.<br>b. Consult print and digital reference materials for meaning and pronunciation. |
| | L.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the meaning of words and phrases as they are used in a text, including figurative language such a similes and metaphors.<br>b. Explain common idioms and proverbs.<br>c. Understand words by relating them to synonyms and antonyms.<br>d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). |
| | L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases 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). |
| Conventions of Standardized English | L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Relative pronouns and adverbs.<br>b. Prepositional phrases.<br>c. Order of adjectives.<br>d. Adjectives, adverbs, conjunctions.<br>e. Compound and complex sentences.<br>f. Easily confused words (e.g., to, too, two). |
| | L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:<br>a. Capitalization.<br>b. Commas and quotation marks for quotations.<br>c. Commas in compound sentences.<br>d. Spell grade-level words correctly using reference materials to solve words as needed. |

# 5TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading Foundational Skills** | |
| Print Concepts | RF.5.1 not applicible in Grade 5 |
| Phonological Awareness | RF.5.2 not applicible in Grade 5 |
| Phonics and Word Recognition | RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. 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. See L.5.6 for additional spelling/encoding/word analysis guidance |
| Fluency | RF.5.4: Read with sufficient accuracy and fluency to support comprehension.<br>a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| **Reading** | |
| Key Ideas and Details | R.5.1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) |
| | R.5.2: Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) |
| | R.5.3: 3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) |
| | R.5.4: Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL) |

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| Craft and Structure | R.5.5: Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) |
| | R.5.6: In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI) |
| Integration of Knowledge and Ideas | R.5.7: Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL) |
| | R.5.8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI) |
| | R.5.9: Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |
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| Writing | |
| Text Types and Purposes | W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| | W.5.2 Write text in a variety of modes:<br>a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.<br>b. Informative text that introduces a topic clearly, use topic- and genre specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.<br>c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. 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 Create writing that utilizes:<br>a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.<br>b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.<br>c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. |
| ion of Writing | W.5.4 Produce clear and coherent writing in which the development and organization are culturallysustaining and rhetorically authentic to task,purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

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| roduction and Distributio | W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing |
| | W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting). |
| Inquiry to Build and Present Knowledge | W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| | 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.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. |
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| Speaking and Listening | |
| Comprehension and Collaboration | SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.<br>b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. |
| | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats |
| | SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Presentation of Knowledge and Ideas | SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. |
| | SL.5.5 Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes. |
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| Language | |

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| Knowledge of Language | L.5.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).<br>c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.<br>d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style |
| Vocabulary Acquisition and Use | L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| | L.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean).<br>b. Interpret similes and metaphors in context.<br>c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).<br>d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). |
| | L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.<br>a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| Conventions of Standardized English | L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Conjunctions.<br>b. Verb tenses.<br>c. Correlative conjunctions.<br>d. Use of “they” and “their” when referring to singular people or ideas. |
| | L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Commas (introductory elements, and elements that need to be set off like a question or direct address).<br>b. Italics, underlining, quotes with titles.<br>c. Spell grade-level words correctly using reference materials to solve words and edit written work as needed. |

# 6TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading** | |
| Key Ideas and Details | R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| | R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) |
| | R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)<br><br>In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| Craft and Structure | R.6.4: 4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL) |
| | R.6.5: In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)<br><br>In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI) |
| | R.6.6: In literary texts, identify possible biases, the point of view, and explain how it is developed and conveys meaning in diverse texts. (RL)<br><br>In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI) |
| Integration of Knowledge and Ideas | R.6.7: Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject. (RI&RL) |
| | R.6.8: Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not. (RI) |
| | R.6.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |
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| **Writing** | |
| | W.6.1 Compose reflective, formal, and creative writing, which may happen simultaneously orindependently, for a variety of high-stakes and low-stakes purposes. |

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| Text Types and Purposes | W.6.2 Write text in a variety of modes:<br>a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory.<br>b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>c. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well structured event sequences. |
| | W.6.3 Create writing that utilizes:<br>a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.<br>b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.<br>c. Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. |
| Production and Distribution of Writing | W.6.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present ther relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. |
| Inquiry to Build and Present Knowledge | W.6.7 Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| | W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| | W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) |
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| Comprehension and Collaboration | SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.<br>b. With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).<br>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.<br>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. |
| | SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. |
| | SL.6.3 Understand and evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |

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| Presentation of Knowledge and Ideas | SL.6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |
| | SL.6.5 Include multimedia components and visual displays in presentations to clarify and enhance information. |
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| Language | |
| Knowledge of Language | L.6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).<br>c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>d. Maintain consistency in style and tone. |
| Vocabulary Acquisition and Use | L.6.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. 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).<br>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. |
| | L.6.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.<br>b. Interpret figures of speech (e.g., personification) in context.<br>c. Use the relationship between particular words (e.g., cause/effect) to better understand each of the words.<br>d. Distinguish between words with similar definitions (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| | L.6.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| Conventions of Standardized English | L.6.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Use of objective, subjective, possessive, and intensive pronouns<br>b. Strategies to improve expression in conventional language |
| | L.6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Commas, parentheses, and dashes<br>b. Correct spelling |

# 7TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading** | |
| Key Ideas and Details | R.7.1: 1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| | R.7.2: Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) |
| | R.7.3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)<br><br>In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| Craft and Structure | R.7.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL) |
| | R.7.5: In literary texts, analyze how structure, including genrespecific features, contributes to the development of themes or central ideas. (RL)<br><br>In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI) |
| | R.7.6: In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL)<br><br>In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI) |
| Integration of Knowledge and Ideas | R.7.7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL) |
| | R.7.8: Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI) |
| | R.7.9: Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |
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| **Writing** | |
| | W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

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| Text Types and Purposes | W.7.2 Write text in a variety of modes:<br>a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources.<br>b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| | W.7.3 Create writing that utilizes:<br>a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.<br>b. Transitions: use a variety of appropriate transitions that connect and develop ideas.<br>c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. |
| Production and Distribution of Writing | W.7.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| | 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. |
| | W.7.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. |
| Inquiry to Build and Present Knowledge | W.7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| | W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions ofothers while avoiding plagiarism and following a standard format for citation. |
| | W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) |
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| Speaking and Listening | |
| prehension and Collaboration | SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.<br>b. With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).<br>c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.<br>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing. |

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| Comp | SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. |
| | SL.7.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Presentation of Knowledge and Ideas | SL.7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |
| | SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points. |
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| Language | |
| Knowledge of Language | L.7.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).<br>c. Maintain consistency in style and tone.<br>d. When appropriate, eliminate wordiness and redundancy. |
| Vocabulary Acquisition and Use | L.7.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate<br>a. 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).<br>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. |
| | L.7.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.<br>b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story). |
| | L.7.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| Conventions of Standardized English | L.7.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Phrases and clauses<br>b. Simple, compound, and complex sentences signaling differing relationships among ideas<br>c. Recognizing and correcting dangling modifiers |
| | L.7.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Commas to separate coordinate adjectives<br>b. Correct spelling |

# 8TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| **Reading** | |
| Key Ideas and Details | R.8.1: Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) |
| | R.8.2: Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) |
| | R.8.3: 3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)<br><br>In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) |
| Craft and Structure | R.8.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL) |
| | R.8.5: In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL) |
| | R.8.6: In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)<br><br>In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI) |
| Integration of Knowledge and Ideas | R.8.7: Evaluate the advantages and disadvantages of using different media—print, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL) |
| | R.8.8: Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI) |
| | R.8.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |
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| **Writing** | |
| | W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

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| Text Types and Purposes | W.8.2 Write text in a variety of modes:<br>a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim (s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br>c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. |
| | W.8.3 Create writing that utilizes:<br>a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.<br>b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.<br>c. Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. |
| Production and Distribution of Writing | W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| | 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. |
| | W.8.6 Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| Inquiry to Build and Present Knowledge | W.8.7 Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| | W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| | W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) |
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| Speaking and Listening | |

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| Comprehension and Collaboration | SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.<br>a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.<br>b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.<br>c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.<br>d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented. |
| | SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. |
| | SL.8.3 Understand and evaluate 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. |
| Presentation of Knowledge and Ideas | SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. |
| | SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
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| Language | |
| Knowledge of Language | L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).<br>c. 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).<br>d. Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. |
| Vocabulary Acquisition and Use | L.8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate<br>a. 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).<br>b. Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. |
| | L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone.<br>b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts. |
| | L.8.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |

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| Conventions of Standardized English | L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:<br>a. Active and passive voice verbs<br>b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs<br>c. Recognizing and correcting shifts in verb voice and mood |
| | L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:<br>a. Punctuation to recognize a pause or break<br>b. Ellipsis to indicate an omission<br>c. Correct spelling |

# 9TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| | Reading Foundational Skills | |
| | Print Concepts | |
| | Phonological Awareness | |
| | Phonics and Word Recognition | |
| | Fluency | |
| VAHS Power Standard | Reading | |
| R1: Read grade level texts closely to determine what the text says and make logical inferences. R2: Uses evidence to support claims, themes, and deeper ideas. | Key Ideas and Details | R.9-10.1: Cite relevant textual evidence that strongly supports analysis of what the text says explicitly or implicitly and make logical inferences; develop questions for further exploration. |
| | | R.9-10.2: Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. |
| | | R.9-10.3: In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) |
| R3: Reads grade level text and analyzes an author's purpose and how they develop their piece, including word choice and structure. R4: Apply appropriate reading strategies depending on the text type. | Craft and Structure | R.9-10.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) |
| | | R.9-10.5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) |
| | | R.9-10.6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) |
| | Integration of Knowledge and Ideas | R.9-10.7: Analyze how a subject or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL) |
| | | R.9-10.8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI) |
| | | R.9-10.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |

| VAHS Power Standard | Writing | |
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| | Text Types and Purposes | W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |
| W2: Creates arguments to support claims or persuade audience.<br>W3: Creates informative texts ex ideas.<br>W4: Creates narratives to develop real or imagined experiences or events. | | W.9-10.2 Write text in a variety of modes.<br>a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence that introduce precise claim(s); distinguish the claim(s) from alternate or opposing claims; and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim (s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.<br>c.Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters using techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, or characters. |
| | | W.9-10.3 Create writing that utilizes:<br>a. Organization: Introduce a topic; organize complex ideas, concepts, analysis, information, and claims to make important connections and distinctions. Establish andmaintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.<br>b. Transitions: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>c. Word Choice (including domain specific): Use culturallysustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details and sensory language to convey a vivid picture of thoughts, ideas, and experiences. |
| W1: Engages in the appropriate writing process for various tasks and purposes. | roduction and Distribution of Writing | W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. |
| | | W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| | | W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:<br>a. connecting writers and readers,<br>b. producing accessible experiences for specific audiences, and<br>c. dynamically and flexibly matching modes with ideas to communicate with readers. |

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| | Inquiry to Build and Present Knowledge | W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturallysustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. |
| | | W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic, and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | | W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) |
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| VAHS Power Standard | Speaking and Listening | |
| SL2: Engages effectively in a range of collaborative discussions | Comprehension and Collaboration | SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.<br>b. Work with peers to set norms for collegial discussions, decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.<br>c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.<br>d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| | | SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source. |
| | | SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| SL1: Applies communication strategies for a variety of ses and audiences. | Presentation of Knowledge and Ideas | SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. |
| | | SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
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| VAHS Power Standard | Language | |

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| L1: Understands, analyzes and applies appropriate linguistic conventions, vocabulary, and grammatical tools to convey ideas | Knowledge of Language | L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).<br>c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.<br>d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in education, science, and psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. |
| | Vocabulary Acquisition and Use | L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.<br>b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| | | L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.<br>b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone). |
| | | L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| | Conventions of Standardized English | L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.Appropriately use and explain the intended purpose of language choice.<br>a. Use parallel structure.<br>b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial). |
| | | L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions.<br>a. Use colons and semicolons appropriately.<br>b. Spell correctly. |

# 11TH-12TH GRADE

## ELA STANDARDS GUIDANCE

*WI ELA Standards*

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| | Reading Foundational Skills | |
| | Print Concepts | [redacted] |
| | Phonological Awareness | |
| | Phonics and Word Recognition | |
| | Fluency | |
| VAHS Power Standard | Reading | |
| R1: Read grade level texts closely to determine what the text says and make logical inferences. R2: Uses evidence to support claims, themes, and deeper ideas. | Key Ideas and Details | R.11-12.1: Cite relevant textual evidence that strongly supports analysis of what the text says explicitly or implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. |
| | | R.11-12.2: Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) |
| | | R.11-12.3: In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) |
| R3: Reads grade level text and analyzes an author's purpose and how they develop their piece, including word choice and structure. R4: Apply appropriate reading strategies depending on the text type. | Craft and Structure | R.11-12.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) |
| | | R.11-12.5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive or rhetorical technique, and audience appeal. (RI) |
| | | R.11-12.6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) |
| | Integration of Knowledge and Ideas | R.11-12.7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI) |
| | | R.11-12.8: Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) |
| | | R.11-12.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) |
| VAHS Power Standard | Writing | |
| | | W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. |

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| W2: Creates arguments to support claims or persuade audience.<br>W3: Creates informative texts ex ideas.<br>W4: Creates narratives to develop real or imagined experiences or events. | Text Types and Purposes | W.11-12.2 Write text in a variety of modes.<br>a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory, and relevant and sufficient evidence that introduce precise claim(s); distinguish the claim(s) from alternate or opposing claims; and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. |
| | | W.11-12.3 Create writing that utilizes:<br>a. Organization: Introduce a topic; organize complex ideas, concepts, analysis, information, and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.<br>b. Transitions: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>c. Word Choice (including domain specific): Use culturallysustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| W1: Engages in the appropriate writing process for various tasks and purposes. | Production and Distribution of Writing | W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. |
| | | W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| | | W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:<br>a. connecting writers and readers,<br>b. producing accessible experiences for specific audiences, and<br>c. dynamically and flexibly matching modes with ideas to communicate with readers. |
| | nowledge | W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturallysustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. |

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| | Inquiry to Build and Present Kn | W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| | | W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards) |
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| VAHS Power Standard | Speaking and Listening | |
| SL2: Engages effectively in a range of collaborative discussions | Comprehension and Collaboration | SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.<br>a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.<br>b. Work with peers to promote civil, democratic discussions and decision making and set clear goals. Reflect on progress as an individual and as a group.<br>c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.<br>d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| | | SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. |
| | | SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL1: Applies communication strategies for a variety of ses and audiences. | Presentation of Knowledge and Ideas | SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. |
| | | SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
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| VAHS Power Standard | Language | |
| L1: Understands, analyzes and applies appropriate linguistic conventions, vocabulary, and grammatical tools to convey ideas | Knowledge of Language | L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.<br>a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.<br>b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).<br>c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.<br>d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in education, science, and psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.<br>e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing. |

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| | Vocabulary Acquisition and Use | L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.<br>a. Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.<br>b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). |
| | | L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.<br>b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. |
| | | L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. |
| | Conventions of Standardized English | L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice.<br>a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.<br>b. Identify ways in which usage and conventions vary and are sometimes contested.<br>c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). |
| | | L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions.<br>a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).<br>b. Spell correctly. |