Greenwood Lake UFSD ELA Learning Expectations/Mastery

Grade	Reading	Writing	Language/Vocabulary	Speaking & Listening
Kindergarten	• Recognize and produce words that rhyme • Blend and segment syllables in spoken words (e.g, tomorrow has 3) • Blend and segment spoken sounds in one syllable words (e.g, tap = /t/ /a/ /p/) • Recognize and name all upper- and lower-case letters • Produce the most common sound for each consonant • Read 45 sight words from the Fry's 100 • Ask and answer questions about stories the teacher reads out loud	• Write all upper- and lower-case letters • Write a letter(s) to represent most consonant & short-vowel sounds • Sound out spellings for simple words • Capitalize the pronoun I and the first word in a sentence • Use a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion using one complete sentence. Grammar: • Noun, verb, adjective, adverb • Past, present, future • singular/plural regular (s) • Types of sentences • Ending punctuation (all 3 types)	• Identify new meanings for familiar words (ex: duck is a bird, to duck) • Use the most frequently occurring inflections and affixes. ○ Inflectional endings: -s, -ed, -ing • Sort common objects into categories (e.g., shapes, foods). • Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Explore variations among verbs (e.g., walk, march, gallop).	• Develop and answer questions to clarify what the speaker says. • Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. • Participate in a conversation about features of diverse texts and formats. • Describe familiar people, places, things, and events with detail.
1st Grade	• Know two letter combinations that make a new sound (e.g., sh, th, ph, ch) • Decode regularly spelled, one-syllable words (e.g., tock, sit, run) • Use understanding that syllables must have vowel sounds to determine the number of syllables in words (e.g., back/pack)	• Write all upper and lower-case letters legibly • Use parts of speech appropriately when writing and speaking • Use end punctuation • Spell words with common spelling patterns (e,g., top) and irregular high frequency words (e,g., the) • Write an opinion piece and supply 2 reasons for the	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring	• Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about topics and texts under discussion • Develop and answer

	● Know final -e rule and common vowel teams (e.g., oo, ea) ● Read words with inflectional endings (e.g., -s, -es, -ed, -ing) ● Read common high-frequency words by sight ● Identify and retell key ideas, reasons, supporting details, central message ● Identify text features and story structure ● Fluently and accurately read and grade 1 literature and informational texts with understanding	opinion. ● Write an informative piece and provide facts about the topic (intro, conclusion, can, have, are). ● Write a narrative and sequence events with at least 2 to 3 sentences. Grammar: ● Noun, verb, adjective, adverb ● Past, present, future ● singular/plural regular (s) ● Types of sentences ● Ending punctuation (all 3 types)	root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ● Demonstrate understanding of word relationships and nuances in word meanings ● Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ● Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ● Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy). ● Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	questions about key details in diverse texts and formats.
2nd Grade	● Distinguish long and short vowels when reading regularly spelled words ● Decode one-syllable words (including common vowel teams like oo, ee, ea) ● Decode short and long vowel sounds in two-syllable words ● Decode regularly spelled	● Use parts of speech appropriately when writing and speaking ● Use punctuation appropriately ● Use learned spelling patterns (e.g., words beginning with ch-, sh-, th-) when writing ● Write an opinion piece using	● 2L4a: Use context clues to determine the meaning of a word or phrase. ● 2L4b: Use prefixes to help identify the meaning of a new word. ● 2L4c: Use a known root word as a clue to the meaning of an unknown word with the same	

	two-syllable words ● Recognize roots & common prefixes and suffixes (e.g., re-, un-, -ed, -ing) ● Read common high-frequency words by sight (e.g., the, said, does) ● Identify and retell main idea/lesson/central message, key ideas, reasons, supporting details (2R1, 2R2) ● Identify text features, text structure, and story structure (2R2) ● Make connections between self, text, and world (2R3) ● Fluently and accurately read grade 2 literature and informational texts with understanding	a topic sentence, 3 clear reasons for the opinion, and a concluding sentence ● Write an informative piece and provide facts about the topic ● Write a narrative and sequence events ● Use transition words (e.g., first, next, last) ● Apply skills knowledge and conventions in writing ● Use writing to respond to text with a claim and 1 supporting detail	root/base ● 2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words ● 2L4e: Use glossaries and dictionaries to find meanings of words. ● 2L5a: Identify real-life connections between words and their use. ● 2L5b: Use frequently occurring adjectives appropriately. ● 2L5c: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
3rd Grade	● Read words with more than two syllables ● Know common prefixes (e.g., mis-, pre-, re-) & suffixes (e.g., -ful, -ible, -ous) ● Locate relevant & specific details in a text to support an answer or inference ● Determine a text's theme or main idea and how key details support these ● Understand text structures (e.g., compare/contrast, cause/effect, sequence) ● Retell and/or summarize stories, and connect key details to central message ● Describe how characters contribute to the events in a story ● Distinguish personal point of view from that of the author	● Write opinion pieces with reasons and a concluding statement ● Write informative pieces with a topic, facts, and a concluding statement ● Write narratives using narrators, dialogue, and descriptions ● Conduct short research projects ● Use writing to respond to text with a claim and 2 supporting details Grammar: ● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.	● Choose descriptive words and phrases for effect 3L3a ● Recognize and observe differences between the conventions of spoken and written standard English. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases ○ Use Context clues ● Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable) ● Demonstrate understanding of word	

	or the characters ● Explain how illustrations or text features contribute to meaning (e.g., create mood, emphasize character or setting, etc.) ● Fluently and accurately read grade 3 literature and informational texts with understanding	● Use grade-appropriate punctuation (e.g., commas, apostrophes, quotations) ● Use patterns, rules and generalizations to spell ● Use linking (e.g., therefore, another) & temporal (e.g., before, after) words. ● Follow grade-appropriate conventions of English grammar usage	relationships and nuances in word meanings. ● Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships	
4th Grade	● Use knowledge of syllable types, word parts (e.g. roots, prefixes, suffixes), and letter-sound correspondence to read unfamiliar multisyllabic words ● Provide relevant & specific details from texts to support answers and inferences ● Describe a character, setting, event, or theme using specific details ● Identify text structure and structural elements ● Compare/contrast a narrator's point of view, the difference between first-and third-person ● Explain how claims in a text are supported by relevant reasons & evidence ● Explain how charts, graphs, diagrams, illustrations, etc., aid understanding ● Fluently and accurately read grade 4 literature and informational texts with understanding	● Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics ● Write an argument to support claim(s) using clear reasons, relevant evidence ● Write informative texts to share relevant ideas and information ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence ● Use transition words to help develop key ideas ● Conduct research to answer questions and to build knowledge ● Take notes and create outlines using appropriate strategies	Knowledge of Language 4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 4L3a: Choose words and phrases to convey ideas precisely. 4L3b: Choose punctuation for effect. 4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). Vocabulary Acquisition and Use 4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,	● 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. ● 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles. ● 4SL1c: 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. ● 4SL1.d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. ● 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and

			telegraph, photograph, autograph). 4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4L5a: Explain the meaning of simple similes and metaphors in context. 4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs. 4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms. 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	oral). ● 4SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. ● Report on a topic or text, 4SL4: tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. ● 4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes. ● 4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.
5th Grade	● Use combined knowledge of letter-sound correspondences, syllable types, & morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words ● Compare/contrast two or more texts, including overall structure ● Explain how a chapters or	● Demonstrate grade-appropriate use of spelling, grammar, usage, mechanics ● Write an opinion/argument to support claims with relevant evidence ● Write informative/explanatory texts to convey ideas and relevant information	**Knowledge of Language** ● 5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. ○ 5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. ○ 5L3b: Compare and	**Comprehension and Collaboration** ● 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ○ 5SL1a: Come to discussions prepared,

	scenes fit together to provide story structure ● Describe how point of view influences the description of events ● Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims ● Fluently and accurately read grade 5 literature and informational texts with understanding	● Write narratives using effective technique, descriptive details, sequencing ● Use transition words to help develop key ideas ● Conduct research projects using several sources ● Take notes and create outlines using appropriate strategies	contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. **Vocabulary Acquisition and Use** ● 5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. ○ 5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ○ 5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). ○ 5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● 5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ 5L5a: Interpret figurative language, including similes and metaphors, in context. ○ 5L5b: Recognize and explain the meaning of common idioms,	having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. ○ 5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles. ○ 5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. ○ 5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. ● 5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). ● 5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points. **Presentation of Knowledge and Ideas** ● 5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and

			adages, and proverbs. ○ 5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ● 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	volume appropriate for audience. ● 5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. ● 5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.
6th Grade	**Cite Evidence and Make Inferences**: Cite textual evidence to support analysis of explicit and implicit ideas, and make logical inferences across both literary and informational texts. **Identify Theme and Summarize**: Determine the theme or central idea of a text and summarize how key details support its development, applicable to both literary and informational texts. **Understand Plot and Character Development**: In literary texts, describe how events unfold and analyze how characters respond or change as the plot progresses towards resolution. **Analyze Structure and Impact of Language**: Analyze how specific elements (such as	**Construct Arguments**: Write arguments to support claims with clear reasons and relevant evidence. Introduce precise claims, acknowledge counterclaims, and organize reasons and evidence logically. Use precise language, content-specific vocabulary, and appropriate transitions to enhance cohesion. Conclude by explaining the significance of the argument presented and maintain an appropriate style and tone. **Create Informative/Explanatory Texts**: Write informative/explanatory texts that examine a topic, organizing ideas using strategies like definition, classification, comparison/contrast, and cause/effect. Develop topics with relevant facts, details, and examples, incorporating	**Use of Language Conventions**: Demonstrate knowledge of language conventions in writing, speaking, reading, or listening, including varying sentence patterns for meaning and maintaining consistency in style and tone. **Determine Word Meanings**: Determine or clarify the meanings of unknown and multiple-meaning words and phrases using various strategies, such as context clues, Greek or Latin affixes and roots, and reference materials. **Understand Figurative Language and Word Relationships**: Demonstrate understanding of figurative language in context, interpret word relationships (e.g., cause/effect, part/whole), and distinguish between connotations	**Engage in Collaborative Discussions**: Effectively engage in diverse collaborative discussions with partners, expressing ideas clearly and persuasively while building on others' contributions. Come prepared, referencing evidence from the material studied to probe and reflect on discussed ideas. Follow discussion norms, set goals and deadlines, and define roles as necessary. **Respond with Elaboration and Reflection**: Pose and respond to specific questions with detailed elaboration that contributes to the discussion of the topic, text, or issue. Demonstrate understanding of multiple perspectives through reflection and paraphrasing of ideas expressed. **Interpret Information in Diverse**

	sentences, paragraphs, chapters) contribute to the overall structure and development of themes, settings, or plots in both literary and informational texts. Evaluate the impact of word choices on meaning, tone, and mood. **Evaluate Perspectives and Arguments**: Compare and contrast how different formats (print and digital media) contribute to understanding a subject. Evaluate the development of arguments and claims in texts, distinguishing between supported and unsupported claims. Use criteria to evaluate text quality and make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.	multimedia when beneficial. Use precise language, content-specific vocabulary, and transitions to clarify relationships among ideas. Conclude by explaining the significance of the information presented and maintain an appropriate writing style. **Compose Narratives**: Write narratives that develop real or imagined experiences or events, engaging readers by introducing characters and employing narrative techniques such as dialogue and description. Use a variety of transitional devices to convey sequence and shifts in time or setting. Use precise words, sensory language, and descriptive details to convey experiences and events. Provide a conclusion that reflects on the narrative's development. **Create Artistic Responses**: Create a creative response (e.g., poem, story, artwork) to a text, author, theme, or personal experience. **Research and Integration**: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 6 Reading Standards where applicable. Conduct research to answer questions, gather relevant information from multiple sources, assess credibility, quote or paraphrase data, avoid plagiarism, and provide	of words with similar denotations. **Acquire and Apply Vocabulary**: Acquire and accurately use general academic and content-specific words and phrases, applying vocabulary knowledge to enhance comprehension and expression. **Nuances in Word Meanings**: Understand nuances in word meanings, including figurative language and subtle differences in connotations, to deepen comprehension and communication.	**Formats**: Interpret information presented in various formats (visual, quantitative, oral) and explain its relevance to the topic, text, or issue under study. **Delineate Speaker's Argument**: Analyze a speaker’s argument, distinguishing supported claims from those lacking reasons and evidence. **Present Knowledge and Ideas**: Present claims and findings with logical sequencing of ideas, using relevant descriptions, facts, and details to highlight central ideas or themes. Use appropriate eye contact, volume, and clear enunciation. Integrate digital media or visual displays effectively to clarify and emphasize information. Adapt speech to different contexts and tasks, demonstrating proficiency in formal English when appropriate.

		bibliographic information for sources.		
7th Grade	• **Textual Evidence and Themes:** Cite evidence to support explicit and implicit analysis, determine themes/central ideas, and summarize texts (7R1 & 7R2). • **Plot and Development Analysis**: Analyze plot elements in literature and the development of individuals, events, and ideas in informational texts (7R3). • **Word Meaning and Structure:** Determine word meanings, including figurative language, and analyze the impact of word choices on meaning, tone, and mood. Analyze text structure and its contribution to themes (7R4 & 7R5). • **Point of View:** Analyze the development and contrast of points of view in literature and how authors distinguish their positions in informational texts (7R6). • **Media and Argument Evaluation:** Compare written texts with their	• **Argument Writing:** Write arguments with clear claims, logical reasoning, and relevant evidence. Introduce claims, use precise language, create cohesion, and conclude effectively while maintaining an appropriate style and tone (7W1 & 7W1a-f). • **Informative/Explanatory Writing:** Write informative/explanatory texts that clearly introduce topics, develop them with relevant details, use appropriate transitions, and conclude by explaining the significance of the information presented. Maintain an appropriate style throughout (7W2 & 7W2a-f). • **Narrative Writing:** Write narratives to develop real or imagined experiences, using techniques like dialogue and description, clear sequencing, and precise language. Engage the reader, use transitions, and provide a reflective conclusion (7W3 & 7W3a-e). • **Creative Responses:** Create poems, stories, plays, artwork, or other responses to texts, authors, themes, or personal experiences (7W4).	**Conventions of Academic English/Language for Learning** **Knowledge of Language** 7L3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **Vocabulary Acquisition and Use** 7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (Use context, common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word, Consult general and specialized reference materials, Verify the preliminary determination of the meaning of a word or phrase)	**Comprehension and Collaboration** 7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. 7SL2: Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study 7SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence. **Presentation of Knowledge and Ideas** 7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation. 7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points. 7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of

	audio, filmed, staged, or digital versions. Trace and evaluate arguments and claims, assessing the validity and relevance of evidence, and use established criteria to evaluate text quality (7R7-7R9).	• **Research Skills:** Conduct research to answer questions, gather relevant information from credible sources, avoid plagiarism, and use standard citation formats. Draw evidence from texts to support analysis, reflection, and research (7W5-7W7).		formal English when indicated or appropriate.

8th Grade	• **Textual Evidence**: Cite strong evidence to support explicit and implicit analysis, and make logical inferences (8R1).
	• **Themes and Summaries**: Identify and analyze the development of themes/central ideas and summarize texts (8R2).
	• **Character and Event Analysis**: In literature, analyze dialogue/events; in informational texts, examine relationships among individuals, events, and ideas (8R3).
	• **Word Meaning and Structure:** Determine word meanings, including figurative language; compare text structures to analyze meaning and style (8R4 & 8R5).
	• **Point of View and**
		• **Digital Literacy:** Continue to learn about how technology and digital tools for writing can increase learning and communication.
		  • **Argument Writing:** Write arguments with clear claims, supported by logical reasoning and relevant evidence; acknowledge counterclaims (8W1).
		  • **Informative Writing:** Create informative texts, organizing and analyzing relevant content with precise language and varied transitions (8W2).
		  • **Narrative Writing:** Develop narratives using techniques like dialogue and pacing, with clear sequences and descriptive details (8W3).
		  • **Creative Response:** Craft creative responses to texts or personal
			• **Language Conventions:** Use knowledge of language and its conventions in writing, speaking, reading, or listening, including using verbs in various moods for specific effects (8L3 & 8L3a).
			• **Vocabulary Strategies:** Determine or clarify the meaning of unknown and multiple-meaning words using context, Greek or Latin roots, and reference materials (8L4, 8L4a-d).
			  • **Figurative Language and Word Relationships:** Understand and interpret figurative language, word relationships, and nuances in word meanings, including irony, puns, and connotations (8L5, 8L5a-c).
				• **Collaborative Discussions:** Engage in discussions with diverse partners, expressing ideas clearly and building on others' ideas. Be prepared, follow discussion norms, and pose and respond to questions with evidence (8SL1a-d).
				• **Analyze Information:** Evaluate information presented in various formats and understand the motives behind its presentation (8SL2).
				• **Evaluate Arguments:** Assess a speaker's argument for sound reasoning and relevant evidence, and identify irrelevant evidence (8SL3).
				• **Presentation Skills:** Present findings clearly with relevant evidence, valid reasoning, and

	Media: Analyze different perspectives and media formats, evaluating their impact and fidelity to the original text (8R6 & 8R7).	experiences, explaining any divergences from the original (8W4). ● **Research and Evidence:** Conduct research projects, gather credible information, and draw evidence from texts to support analysis and reflection (8W5-8W7).	● **Academic Vocabulary:** Acquire and accurately use general academic and content-specific words and phrases for effective comprehension and expression (8L6). ● **Clarifying Word Meanings:** Use strategies such as consulting dictionaries and verifying inferred meanings to determine the precise meaning and part of speech of words (8L4c-d).	appropriate delivery techniques (8SL4). ● **Integrate Media**: Use digital media and visual displays to enhance presentations and engage the audience (8SL5 & 8SL6).