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NEBRASKA'S COLLEGE AND CAREER READY

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**STANDARDS FOR**

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**ENGLISH LANGUAGE ARTS**

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**GRADES K-12**

**NEBRASKA DEPARTMENT OF EDUCATION**

To lead and support the preparation of all Nebraskans for earning, learning, and living.

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## Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21<sup>st</sup> century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

## Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations in a given content area and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. In order for effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The English Language Arts standards, written by teams of Nebraska educators and literacy experts, were developed with the following of indicators of quality:

**Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.

**Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

**Connected.** Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.

**Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.

**Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

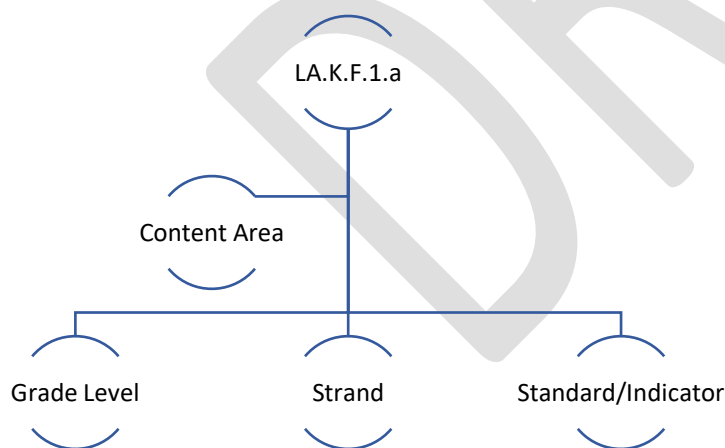
**Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

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## English Language Arts Standards Design

Nebraska’s English Language Arts Standards reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction. In addition to standards and indicators, some of the Nebraska Standards for English Language Arts provide examples. The “e.g.” statements, where appropriate, provide guidance relative to topics that may be included in locally determined curriculum. These examples may be used to meet equitable learning expectations of the standards and indicators.

The revised 2021 Nebraska English Language Arts Standards are formatted to support educators in both vertical and grade-level instructional planning. Each strand—Foundations of Reading, Reading Comprehension, Foundations of Writing, Writing, and Speaking and Listening—is displayed in a spiraled, vertical progression with bolded language that indicates an increase in rigor. In addition to the vertical format, the standards are organized into grade levels with grades 9-10 and 11-12 banded.



### English Language Arts Standards Strands

- F Foundations of Reading
- RP Reading Prose and Poetry
- RI Reading Informational Text
- SL Speaking & Listening
- FW Foundations of Writing
- W Writing
- V Vocabulary

# Kindergarten Standards

## Kindergarten Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

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| LA.K.F.1 | <p>Demonstrate knowledge of the organization and basic concepts of print.</p> <ol style="list-style-type: none"> <li>a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.</li> <li>c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</li> <li>d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.</li> </ol> |
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**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

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| LA.K.F.2 | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Segment and count spoken sentences into words.</li> <li>b. Recognize and begin to produce oral rhymes.</li> <li>c. Count, produce, and break spoken words into syllables and identify syllable parts.</li> <li>d. Add and delete syllables within spoken words.</li> <li>e. Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).</li> <li>f. Identify, segment and blend phonemes in single-syllable spoken words.</li> <li>g. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> |
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**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

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| LA.K.F.3 | <p>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Decode consonant-vowel-consonant (CVC) words.</li> <li>d. Encode consonant-vowel-consonant (CVC).</li> <li>e. Read high-frequency words with automaticity, (e.g. Fry or Dolch words)</li> <li>f. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> |
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**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.K.F.4	Read grade-level texts with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Recognize upper and lowercase letters automatically and accurately.</li> <li>b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.</li> <li>c. Read grade-level, high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).</li> </ul>
<b>Kindergarten</b> <b>Reading Standards   Prose and Poetry</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.K.RP.1	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K.RP.2	With prompting and support, identify main character(s), setting, and important events in a literary text.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.K.RP.3	With prompting and support, define the role of author and illustrator in a literary text.
LA.K.RP.4	With prompting and support, identify the basic characteristics of literary and informational text.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.
LA.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.
LA.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.K.RP.8	Actively engage in group reading activities with purpose and understanding.



<b>Kindergarten</b> <b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.
LA.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.K.RI.3	With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.
LA.K.RI.4	With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.K.RI.5	With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
LA.K.RI.6	With prompting and support, ask and answer questions about key details in an informational text.
LA.K.RI.7	With prompting and support, make connections between own experiences and other cultures in informational texts.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.K.RI.8	Actively engage in group reading activities with purpose and understanding.

<b>Kindergarten</b> <b>Vocabulary Acquisition and Use</b>	
LA.K.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> <li>a. With prompting and support, identify new meanings of familiar words (e.g. park, ring, fly).</li> <li>b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.</li> <li>c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
LA.K.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>b. Deepen understanding of words by identifying and relating them to their opposites.</li> <li>c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.</li> <li>d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.</li> </ul>

## Kindergarten Writing Standards

### **Foundations of Writing** | Apply handwriting skills to communicate ideas and information.

LA.K.FW.1	<p>Demonstrate basic handwriting skills.</p> <ul style="list-style-type: none"> <li>a. Match upper and lowercase manuscript letters.</li> <li>b. Form upper and lowercase manuscript letters using reference materials and classroom resources.</li> <li>c. Write left to right and use appropriate spacing between letters and words.</li> </ul>
LA.K.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ul style="list-style-type: none"> <li>a. Segment phonemes orally in single-syllable words.</li> <li>b. Demonstrate understanding that syllables are organized around vowel sounds.</li> </ul>

### **Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.K.W.1	<p>With prompting and support, form and use complete simple sentences in shared language activities.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. With prompting and support, identify nouns (e.g. singular and plural) and simple verbs (e.g. action).</li> </ul>
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	<ul style="list-style-type: none"> <li>d. Form regular plural nouns by adding /s/ or /es/.</li> <li>e. Use interrogatives to ask questions.</li> <li>f. Use subject-verb agreement in simple sentences.</li> </ul>
LA.K.W.2	<p>With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to generate ideas.</li> <li>b. Persevere in writing tasks.</li> <li>c. Use feedback from others to improve writing and/or add details.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols).</li> <li>e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.</li> </ul>
<b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.K.W.3	With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.
LA.K.W.4	With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.
LA.K.W.5	With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.
LA.K.W.6	With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

<h2 style="margin: 0;">Kindergarten</h2> <h3 style="margin: 0;">Speaking and Listening Standards</h3>	
<b>Comprehension and Collaboration</b>   Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.K.SL.1	<p>With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g. eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.K.SL.2	<p>With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. Explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>

# Grade 1 Standards

## Grade 1 Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print.  
a. Recognize the distinguishing features of a sentence.

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

LA.1.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
a. Distinguish long from short vowel sounds in spoken single-syllable words.  
b. Identify, segment, and blend phonemes in single-syllable spoken three- and four-phoneme words, including words with blends.  
c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
d. Delete initial and final phonemes in words.  
e. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.  
a. Decode words using knowledge of sound-spelling correspondences for common consonant digraphs, tri-graphs, and blends.  
b. Decode simple words with r-controlled vowels.  
c. Decode and encode regularly spelled one-syllable words.  
d. Decode final -e and common vowel team conventions for representing long vowel sounds.  
e. Decode two-syllable words with regular patterns by breaking the words into syllables.  
f. Decode words with inflectional endings.  
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
h. Recognize and read grade-appropriate, irregularly spelled words.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.1.F.4 Fluently apply phonics and word analysis skills to a variety of grade-level texts.  
a. Read decodable text accurately with appropriate rate and expression/prosody.  
b. Use appropriate rate, expression, and intonation to reflect the meaning of text.

c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).

## Grade 1

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.

LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.

LA.1.RP.4 Identify the basic characteristics of literary and informational text, drawing on a wide range of text types.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.

LA.1.RP.6 Ask and answer questions about key details in a literary text.

LA.1.RP.7 With prompting and support, make connections between own experiences and other cultures in literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

## Grade 1

### Reading Standards | Informational Text

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.1.RI.1 Identify the main topic and key details in an informational text.

LA.1.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.

LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.1.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

LA.1.RI.6 With prompting and support, ask and answer questions about key details in an informational text.

LA.1.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.



<b>Grade 1</b> <b>Vocabulary Acquisition and Use</b>	
LA.1.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"> <li>Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>Use commonly occurring affixes to determine the meaning of unknown words.</li> <li>Identify commonly occurring root words and their inflectional forms.</li> <li>Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ol>
LA.1.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>Define words by their category and simple attributes (i.e. a <i>duck</i> is a bird that swims).</li> <li>Ask and answer questions about key words and phrases to determine their meaning.</li> <li>Distinguish nuances of meaning between common verbs (e.g. glance, stare) and adjectives differing in intensity (e.g. large, gigantic).</li> </ol>

<b>Grade 1</b> <b>Writing Standards</b>	
<b>Foundations of Writing</b>   Apply handwriting skills to communicate ideas and information.	
LA.1.FW.1	<p>Demonstrate and apply handwriting skills.</p> <ol style="list-style-type: none"> <li>Write upper and lowercase manuscript letters using correct formation.</li> <li>Match the common grapheme (letter or letter group) for corresponding phonemes.</li> <li>Use appropriate spacing between letters and words.</li> </ol>
LA.1.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ol style="list-style-type: none"> <li>Segment phonemes in two- and three-phoneme syllables.</li> <li>Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.</li> </ol>
<b>Production of Writing</b>   Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	

LA.1.W.1	<p>Write and expand grammatically correct simple sentences.</p> <ol style="list-style-type: none"> <li>Capitalize proper nouns (e.g. days of the week, names of people).</li> <li>Use end punctuation, commas in dates, and commas to separate single words in a series.</li> <li>Identify nouns (e.g. common, proper), pronouns (e.g. personal and possessive), verbs (e.g. past, present), and descriptive adjectives.</li> <li>Form and use regular and frequently occurring irregular plural nouns.</li> <li>Use subject-verb agreement in simple and compound sentences.</li> </ol>
LA.1.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>Use prewriting activities and resources to generate and organize ideas.</li> <li>Persevere in writing tasks of varying length and complexity.</li> <li>Use feedback from others to improve writing and/or add details.</li> <li>Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols).</li> <li>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ol>
<p><b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>	
LA.1.W.3	<p>With prompting and support, write personal or fictional narratives that retell two or more appropriately sequenced events.</p> <ol style="list-style-type: none"> <li>Include some relevant details.</li> <li>Use time order words to signal sequence of events.</li> <li>Provide a sense of closure.</li> </ol>
LA.1.W.4	<p>With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide a reason to support the opinion.</li> <li>Provide a sense of closure.</li> </ol>
LA.1.W.5	<p>With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ol style="list-style-type: none"> <li>Introduce a topic.</li> <li>Develop a topic using supporting facts and details.</li> <li>Use words and phrases related to the topic.</li> <li>Provide a sense of closure.</li> </ol>
LA.1.W.6	<p>With prompting and support, identify information from provided sources to answer a question.</p> <ol style="list-style-type: none"> <li>Retell or recall information from provided sources.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Use provided print and/or digital tools to gather information and ideas and to answer questions.</li> <li>c. Sort evidence and information into categories.</li> <li>d. Practice safe behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials).</li> </ul>
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<b>Grade 1</b> <b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>   Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.1.SL.1	Participate with peers and adults in structured discussions and routines about 1 <sup>st</sup> grade topics and texts. <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g. eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.1.SL.2	Describe people, places, things, and events with pertinent details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1<sup>st</sup> grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. With prompting and support, explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>

# Grade 2 Standards

## Grade 2 Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

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| LA.2.F.1 | <p>Demonstrate knowledge of the organization and basic concepts of print.</p> <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.</li> </ol> |
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**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

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| LA.2.F.2 | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><i>Mastery of advanced phonemic awareness skills:</i></p> <ol style="list-style-type: none"> <li>a. Identify, segment, and blend phonemes in multisyllabic words.</li> </ol> <p><i>Apply advanced phonemic awareness skills:</i></p> <ol style="list-style-type: none"> <li>b. Add/delete initial phonemes in multisyllabic words.</li> <li>c. Add/delete final phoneme in multisyllabic words.</li> <li>d. Substitute sounds in words with 5 or more phonemes.</li> <li>e. Reverse the first and last phoneme in a single syllable word.</li> </ol> |
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**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

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| LA.2.F.3 | <p>Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ol style="list-style-type: none"> <li>a. Decode words with variable vowel teams and vowel diphthongs.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with open and closed syllables and consonant -le.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Decode words with silent letter combinations.</li> </ol> |
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**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

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| LA.2.F.4 | <p>Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read a variety of text accurately using appropriate rate, expression, and intonation to reflect the meaning of text.</li> <li>b. Read grade-level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).</li> </ol> |
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## Grade 2

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.

LA.2.RP.2 Describe characters and how they interact with one another.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.

LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.

LA.2.RP.6 Ask and answer literal (e.g. recall/details) and simple inferential (e.g. why or how) questions about key details in a literary text.

LA.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g. history, values, beliefs, and behaviors).

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

<b>Grade 2</b>	
<b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.2.RI.1	Identify the main topic and key details in a multi-paragraph text.
LA.2.RI.2	Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.2.RI.3	Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
LA.2.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.2.RI.5	Compare and contrast the two most important ideas presented by two informational texts on the same topic.
LA.2.RI.6	Ask and answer literal (e.g. recall/details) and simple inferential (e.g. why or how) questions about key details in an informational text.
LA.2.RI.7	Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g. history, values, beliefs, and behaviors).
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.2.RI.8	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

<b>Grade 2</b>	
<b>Vocabulary Acquisition and Use</b>	
LA.2.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use commonly occurring prefixes to determine the meaning of unknown words (e.g. happy/unhappy).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g. addition, additional).</li> <li>d. Determine the meaning of compound words by using knowledge of individual words (e.g. birdhouse).</li> <li>e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
LA.2.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Ask and answer questions about key words and phrases to determine their meaning.</li> <li>b. Distinguish nuances of meaning between closely related verbs (e.g. toss, throw) and closely related adjectives (e.g. thin, slender).</li> </ul>

## Grade 2 Writing Standards

### **Foundations of Writing** | Apply handwriting skills to communicate ideas and information.

LA.2.FW.1	<p>Demonstrate and apply handwriting skills.</p> <ul style="list-style-type: none"> <li>a. Write legibly using correct formation of letters.</li> <li>b. Transcribe ideas with automaticity and proper spacing between letters and words.</li> </ul>
LA.2.FW.2	<p>Demonstrate sound-letter concepts when writing.</p> <ul style="list-style-type: none"> <li>a. Write common graphemes (letters or letter groups) for each phoneme.</li> </ul>

### **Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.2.W.1	<p>Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g. holidays, countries, product names).</li> <li>b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.</li> <li>c. Identify and explain the use of nouns (e.g. collective and irregular plural), pronouns (e.g. demonstrative), verbs (e.g. past tense irregular), simple prepositions, and frequently occurring conjunctions.</li> <li>d. Maintain consistent verb tense across sentences or paragraphs.</li> </ul>
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LA.2.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>Use prewriting activities and resources to plan, organize, and draft writing.</li> <li>Adjust writing processes to persevere in writing tasks of varying length and complexity.</li> <li>Use feedback from others to improve and clarify writing.</li> <li>Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols).</li> <li>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ol>
<p><b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>	
LA.2.W.3	<p>Write personal or fictional narratives that retell two or more appropriately sequenced events.</p> <ol style="list-style-type: none"> <li>Include relevant details about characters and settings.</li> <li>Use time order words to signal sequence of events.</li> <li>Provide a sense of closure.</li> </ol>
LA.2.W.4	<p>Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide reasons to support the opinion.</li> <li>Provide a concluding statement or section.</li> </ol>
LA.2.W.5	<p>Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>Develop a topic with facts, details, and definitions.</li> <li>Use words and phrases related to the topic.</li> <li>Provide a concluding statement or section.</li> </ol>
LA.2.W.6	<p>Locate information from provided sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Retell information from provided sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas and answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Demonstrate academic integrity by referencing sources in writing and speaking.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>

## Grade 2

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

- LA.2.SL.1 Participate with peers and adults in structured discussions and routines about 2<sup>nd</sup> grade topics and texts.
- Ask pertinent questions to acquire or confirm information.
  - Demonstrate interpretation of verbal and non-verbal messages in a conversation.
  - Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
  - Develop active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling).
  - Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

- LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.
- Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2<sup>nd</sup> grade texts.
  - Convey a personal perspective with clear reasons.
  - Explain the purpose and credibility of information being presented.
  - Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. helpful/hurtful words).
  - Use appropriate visual and/or digital tools to support verbal communication.

# Grade 3 Standards

## Grade 3 Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

LA.3.F.1 | Mastered at Grade 2

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

LA.3.F.2 | Mastered at Grade 2

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.3.F.3 | Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Anglo roots and affixes.
- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.
- c. Decode multisyllabic words.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.3.F.4 | Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on purpose, complexity, form, and/or style.
- c. Read grade-level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words).

## Grade 3 Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.3.RP.1 | Identify the central message or lesson in a literary text and explain how key details support that idea.

LA.3.RP.2 | Explain how characters respond to major events and challenges in a literary text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.3.RP.3	Determine and explain the point of view in a literary text.
LA.3.RP.4	Explain how sections of a literary text (e.g. chapters, scenes, stanzas) build on one another and contribute to meaning.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g. books from a series).
LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.
LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.
<b>Grade 3</b> <b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.3.RI.1	Identify the central idea and explain how key details support that idea.
LA.3.RI.2	Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.3.RI.3	Determine and explain the author's purpose in an informational text.
LA.3.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.

<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.3.RI.5	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
LA.3.RI.6	Explain what the text says explicitly and draw inferences when asking and answering questions.
LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

<b>Grade 3</b> <b>Vocabulary Acquisition and Use</b>	
LA.3.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use affixes to determine the meaning of unknown words (e.g. comfortable, uncomfortable).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g. company, companion).</li> <li>d. Determine the meanings of key words and phrases using reference materials and classroom resources.</li> </ul>
LA.3.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> <li>a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g. take steps).</li> <li>b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).</li> <li>c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g. believed, suspected).</li> </ul>

## Grade 3 Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.3.W.1	<p>Write paragraphs using a variety of sentence types.</p> <ol style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g. historic periods, nationalities, languages), proper adjectives (e.g. South American), and appropriate words in titles.</li> <li>b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.</li> <li>c. Identify frequently occurring nouns (e.g. concrete and abstract), verbs (regular and irregular), and simple verb tenses.</li> <li>d. Distinguish between coordinating and subordinating conjunctions and independent and dependent clauses.</li> <li>e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.</li> <li>f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.</li> <li>e. Use frequently occurring prepositions and prepositional phrases.</li> </ol>
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LA.3.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>a. Use prewriting activities and resources to plan, organize, and draft writing.</li> <li>b. Adjust writing processes to persevere in writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ol>
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**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.3.W.3	<p>Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).</li> <li>b. Include descriptive details about characters, events, or settings.</li> <li>c. Use words and phrases to signal sequence of events.</li> </ol>
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	d. Provide a closure related to the narrated event or experience.
LA.3.W.4	Write opinion pieces with supporting reasons and/or evidence. <ul style="list-style-type: none"> <li>a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>b. Use linking words and phrases to connect opinions and reasons.</li> <li>c. Provide a concluding statement or section related to the opinion.</li> </ul>
LA.3.W.5	Write informative/explanatory pieces to examine a topic or text and convey ideas and information. <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.</li> <li>b. Develop the topic with information (e.g. facts, definitions, details) clearly related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the topic.</li> </ul>
LA.3.W.6	Locate evidence from literary and/or informational text sources to answer questions about a topic. <ul style="list-style-type: none"> <li>a. Paraphrase information from sources to support ideas while avoiding plagiarism.</li> <li>b. Identify print and digital tools to gather information and ideas to answer questions.</li> <li>c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

## Grade 3

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.



LA.3.SL.1	<p>Prepare for and participate in structured discussions and collaborations about 3<sup>rd</sup> grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas and acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.</li> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ol>
<p><b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
LA.3.SL.2	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <ol style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3<sup>rd</sup> grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>

# Grade 4 Standards

## Grade 4 Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

LA.4.F.1 | Mastered at Grade 2

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

LA.4.F.2 | Mastered at Grade 2

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.4.F.3 | Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Read words with common Latin roots and affixes.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.4.F.4 | Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on purpose, complexity, form, and style.

## Grade 4 Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.4.RP.1 | Determine a theme in a literary text and how it is conveyed through key details.

LA.4.RP.2 | Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.4.RP.3	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
LA.4.RP.4	Compare and contrast the structural elements of literary texts (e.g. dramas, narratives, and poems).
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

<b>Grade 4</b>	
<b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.
LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.
LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.

<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
LA.4.RI.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
LA.4.RI.7	Explain an author or speaker’s treatment of similar topics, and/or patterns of events in a wide range of informational texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

<b>Grade 4</b> <b>Vocabulary Acquisition and Use</b>	
LA.4.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> <li>a. Use context clues (e.g. definitions, examples, or restatements) in text to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words and phrases (e.g. photograph, autograph).</li> <li>c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.</li> </ul>
LA.4.V.2	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> <li>a. Explain the meaning of commonly occurring similes and metaphors (e.g. light as a feather) in grade-level text.</li> <li>b. Recognize and explain the meaning of commonly occurring idioms and adages.</li> <li>c. Use knowledge of words by relating them to their antonyms and synonyms.</li> </ul>

## Grade 4 Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

- a. Capitalize proper nouns (e.g. organizations, geographic regions, monuments and landmarks).
- b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
- c. Identify and use simple appositive phrases.
- d. Identify and use frequently occurring pronouns (e.g. subject, object) and adverbs (e.g. relative), verbs (e.g. helping and linking).
- e. Distinguish between frequently confused words (e.g. to, too, two; there, their, they're).
- f. Identify and revise fragment and run-on sentences in speaking and writing.

LA.4.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
- d. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or character(s).
- b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
- c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the narrated event or experience.

LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.

	<ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>b. Use facts and details to support reasons and/or evidence.</li> <li>c. Use linking words and phrases to connect ideas.</li> <li>d. Provide a concluding statement or section related to the opinion.</li> </ul>
LA.4.W.5	<p>Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g. facts, definitions, details, quotations) related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
LA.4.W.6	<p>Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic.</p> <ul style="list-style-type: none"> <li>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>b. Identify print and digital tools to gather information and evidence.</li> <li>c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

## Grade 4

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.4.SL.1	<p>Prepare for and participate in structured discussions and collaborations about 4<sup>th</sup> grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> </ul>
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	<ul style="list-style-type: none"> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.4.SL.2	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4<sup>th</sup> grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>



# Grade 5 Standards

## Grade 5 Foundations of Reading

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

LA.5.F.1 | Mastered at Grade 2

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

LA.5.F.2 | Mastered at Grade 2

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.5.F.3 | Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Read words with common Greek roots and affixes.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.5.F.4 | Develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on purpose, complexity, form, and style.

## Grade 5 Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.5.RP.1 | Explain the theme in a literary text and how it is conveyed through key details.

LA.5.RP.2 | Compare and contrast two or more characters, settings, or events in a literary text or texts.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.5.RP.3 | Describe how a narrator or speaker's point of view influences the meaning of a literary text.

LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.
LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.5.RP.7	Explain the relationships between two or more diverse characters, events, or ideas in a range of literary texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

<b>Grade 5</b>	
<b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.
LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
LA.5.RI.6	Analyze an informational text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.5.RI.7	Explain the relationships between two or more diverse individuals, events, ideas, or concepts in a range of informational texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.5.RI.8	Read and comprehend a wide range of literary and informational texts of appropriate complexity for Grade 5 independently and proficiently.

<b>Grade 5</b> <b>Vocabulary Acquisition and Use</b>	
LA.5.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. <ul style="list-style-type: none"> <li>a. Use context clues (e.g. cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.</li> <li>c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</li> </ul>
LA.5.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.</li> <li>c. Demonstrate knowledge of relationships between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>

## Grade 5 Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
- b. Use a comma to separate an introductory element from the rest of a sentence, to separate interrupter words, to set off a question tag, and to indicate direct address.
- c. Explain the function of and use frequently occurring interjections, verb tenses (e.g. perfect), and correlative conjunctions.
- d. Distinguish between types of adjectives (e.g. comparative, superlative).
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

LA.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
- d. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or characters.
- b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
- c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the narrated event or experience.

LA.5.W.4	<p>Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</li> <li>Use facts and details to support reasons and/or evidence.</li> <li>Use words, phrases, and key vocabulary to connect ideas.</li> <li>Provide a concluding statement or section related to the perspective.</li> </ol>
LA.5.W.5	<p>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>Develop the topic with information (e.g. facts, definitions, details, quotations) related to the topic.</li> <li>Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>Provide a concluding statement or section related to the information or explanation(s).</li> </ol>
LA.5.W.6	<p>Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>Locate and evaluate credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>

## Grade 5

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.5.SL.1 | Prepare for and participate in structured discussions and collaborations about 5<sup>th</sup> grade topics and texts.

	<ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
LA.5.SL.2	<p>Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g. appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5<sup>th</sup> grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>

# Grade 6 Standards



## Grade 6

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.

LA.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.

LA.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.6.RP.5 Compare and contrast texts in different forms or genres (e.g. stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.

LA.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

LA.6.RP.7 Compare and contrast specific regional, national, and multicultural perspectives within and across literary texts to develop cultural awareness.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.6.RP.8 Read and comprehend a wide range of literary and informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

<b>Grade 6</b>	
<b>Reading Standards   Informational Text</b>	
<b>Central Ideas and Details</b>   Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.	
LA.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
LA.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.
LA.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.6.RI.5	Compare and contrast one author's presentation of information with that of another.
LA.6.RI.6	Analyze an informational text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.6.RI.7	Compare and contrast specific regional, national, and multicultural perspectives within and across informational texts to develop cultural awareness.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.6.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

<b>Grade 6</b>	
<b>Vocabulary Acquisition and Use</b>	
LA.6.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

	<ul style="list-style-type: none"> <li>a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible).</li> <li>c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>
LA.6.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context.</li> <li>b. Determine the relationship between words (e.g. cause/effect, part/whole, item/category).</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g. economical, thrifty).</li> </ul>

## Grade 6 Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.6.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use punctuation (e.g. commas, parentheses, dashes) to set off non-restrictive clauses.</li> <li>c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.</li> <li>d. Explain the function of articles (e.g. definite and indefinite) and apply knowledge to writing.</li> <li>e. Identify and use verb tenses (e.g. progressive).</li> <li>f. Distinguish between and use different types of phrases (e.g. prepositional and appositive).</li> <li>g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
LA.6.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.</li> </ul>

	d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
<b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.6.W.3	Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>e. Provide a conclusion clearly related to the narrated experiences or events.</li> </ul>
LA.6.W.4	Write arguments that explain a perspective with supporting reasons and evidence. <ul style="list-style-type: none"> <li>a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</li> <li>b. Use relevant evidence from two or more credible sources.</li> <li>c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
LA.6.W.5	Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
LA.6.W.6	Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question. <ul style="list-style-type: none"> <li>a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
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<b>Grade 6</b> <b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>   Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.6.SL.1	Prepare for and participate in structured discussions and collaborations about 6 <sup>th</sup> grade topics and texts. <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.6.SL.2	Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas. <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6<sup>th</sup> grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, connotations, subtleties of language).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>

# Grade 7 Standards

## Grade 7

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.7.RP.1 Determine two or more implied or explicit themes a text and how they are supported with key details.

LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

LA.7.RP.7 Compare and contrast specific regional, national, and multicultural perspectives by explaining how an author or narrator introduces, illustrates, or describes diverse characters or ideas within and across literary texts to develop cultural awareness.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

## Grade 7

### Reading Standards | Informational Text

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.7.RI.1 Determine two or more implied or explicit central ideas of a text and how they are supported with key details.

LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.7.RI.5 Analyze how the major sections of text contribute to the development of ideas in an informational text.

LA.7.RI.6 Compare and contrast how two or more authors writing about the same topic provide different evidence or interpretation of facts.

LA.7.RI.7 Compare and contrast specific regional, national, and multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary and informational texts to develop cultural awareness.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.



## Grade 7

### Vocabulary Acquisition and Use

LA.7.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"><li>Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li><li>Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible).</li><li>Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li></ol>
LA.7.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context.</li><li>Determine the relationship between words (e.g. cause/effect, part/whole, item/category).</li><li>Distinguish between the connotations of words with similar denotations (e.g. polite, diplomatic).</li></ol>

## Grade 7

### Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.7.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ol style="list-style-type: none"><li>Apply knowledge of rules for capitalization.</li><li>Use a comma to separate coordinate adjectives.</li><li>Distinguish between types of clauses (e.g. noun, relative, adverbial), modifiers (e.g. misplaced and dangling), and adjectives (coordinate and cumulative).</li><li>Use a variety of prepositional and appositive phrases in sentences and paragraphs.</li><li>Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li></ol>
LA.7.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"><li>Use prewriting activities and inquiry tools to plan, organize, and draft writing.</li><li>Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li></ol>

	<ul style="list-style-type: none"> <li>c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.</li> <li>d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.7.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>e. Provide a conclusion that is clearly related to and reflects on the narrated experiences or events.</li> </ul>
LA.7.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Explain and cite relevant evidence from multiple credible sources.</li> <li>c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from and supports the argument(s) presented.</li> </ul>
LA.7.W.5	<p>Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
LA.7.W.6	<p>Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p>

	<ul style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g. motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g. parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
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<b>Grade 7</b> <b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>   Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
LA.7.SL.1	Prepare for and participate in structured discussions and collaborations about 7 <sup>th</sup> grade topics and texts. <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.7.SL.2	Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

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|  | <ul style="list-style-type: none"><li>a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7<sup>th</sup> grade texts.</li><li>b. Convey a perspective with clear reasoning and valid evidence.</li><li>c. Analyze the purpose and credibility of information being presented.</li><li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li><li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li></ul> |
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# Grade 8 Standards

## Grade 8

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a text, including their relationship to supporting ideas.

LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.

LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

LA.8.RP.7 Analyze specific regional, national, and international multicultural perspectives to make connections among and distinctions between culturally diverse characters or ideas within and across a range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

## Grade 8

### Reading Standards | Informational Text

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.8.RI.1 Determine two or more implied or explicit central ideas of a text and how they develop over the course of a text, including their relationship to supporting ideas.

LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.

LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

LA.8.RI.6 Synthesize the implied or stated central idea(s) in an informational text to draw conclusions and deepen understanding of self and others.

LA.8.RI.7 Analyze specific regional, national, and international multicultural perspectives to make connections among and distinctions between culturally diverse individuals or ideas within and across a range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

## Grade 8

### Vocabulary Acquisition and Use

LA.8.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"><li>Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li><li>Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. recede, precede).</li><li>Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li></ol>
LA.8.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li><li>Determine the relationship between particular words to better understand each of the words.</li><li>Distinguish between the connotations of words with similar denotations (e.g. willful, resolute).</li></ol>

## Grade 8

### Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.8.W.1	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ol style="list-style-type: none"><li>Apply knowledge of rules for capitalization.</li><li>Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.</li><li>Explain the function of and use different types of verbals in sentences (e.g. gerunds, participles, infinitives).</li><li>Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).</li><li>Identify uses of parallel structure in words, phrases, and clauses.</li><li>Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.</li></ol>
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LA.8.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li> <li>Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.</li> <li>Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ol>
<b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.8.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques (e.g. dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.</li> <li>Provide a conclusion that is clearly related to and reflects upon the narrated experiences, observations, and/or conflicts resolved over the course of the narrative.</li> </ol>
LA.8.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.</li> <li>Explain and cite relevant evidence from multiple credible sources.</li> <li>Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.</li> <li>Establish and maintain a formal tone.</li> <li>Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>

LA.8.W.5	<p>Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</li> <li>Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</li> <li>Provide a concluding statement or section that follows from the information or explanation(s).</li> </ol>
LA.8.W.6	<p>Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.</li> <li>Select and use appropriate note-taking formats to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g. parenthetical and numerical); provide a list of sources using a standard format.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>

<p><b>Grade 8</b> <b>Speaking and Listening Standards</b></p>	
<p><b>Comprehension and Collaboration</b>   Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p>	
LA.8.SL.1	<p>Initiate and participate in structured discussions and collaborations about 8<sup>th</sup> grade topics and texts.</p> <ol style="list-style-type: none"> <li>Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</p>	
LA.8.SL.2	<p>Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8<sup>th</sup> grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political).</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>

# Grades 9-10 Standards

## Grades 9-10

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a text or texts.

LA.10.RP.2 Analyze how the development and interaction of characters, settings, and important events contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.

LA.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g. foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from the Bible).

LA.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

LA.10.RP.7 Develop regional, national, and multicultural proficiency by analyzing how an author or narrator unfolds a series of events or ideas, including historical, cultural, biographical, and/or political perspectives within and across a wide range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.10.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

## Grades 9-10

### Reading Standards | Informational Text

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of a text or texts.

LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LA.10.RI.4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

LA.10.RI.6 Analyze the implied or stated central idea(s) in an informational text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

LA.10.RI.7 Develop regional, national, and multicultural proficiency by analyzing how an author or speaker unfolds a series of events or ideas, including historical, cultural, biographical, and/or political perspectives within and across a wide range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

## Grades 9-10

### Vocabulary Acquisition and Use

LA.10.V.1	<p>Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.</p> <ol style="list-style-type: none"><li>Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li><li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis).</li><li>Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.</li></ol>
LA.10.V.2	<p>Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"><li>Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in text.</li><li>Analyze nuances in the meanings of words with similar denotations.</li></ol>

## Grades 9-10

### Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.10.W.1	<p>Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</p> <ol style="list-style-type: none"><li>Apply knowledge of rules for capitalization.</li><li>Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.</li><li>Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li><li>Select and use verbs with appropriate voice and mood.</li><li>Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.</li></ol>
LA.10.W.2	<p>Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ol style="list-style-type: none"><li>Identify and use resources and inquiry tools to plan, organize, and draft writing.</li></ol>

	<ul style="list-style-type: none"> <li>b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience.</li> <li>d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>Modes of Writing</b>   Write in a variety of modes for a variety of purposes and audiences across disciplines.	
LA.10.W.3	<p>Write in a variety of narrative forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LA.10.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Analyze multiple credible sources and incorporate and cite accurate, reliable evidence to logically support the claim and reasons and counter argument(s).</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ul>



LA.10.W.5	<p>Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a concluding section that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
LA.10.W.6	<p>Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>

## Grades 9-10

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

- LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.
- Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
  - Demonstrate interpretation of verbal and non-verbal messages in a conversation.
  - Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
  - Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning).
  - Complete a task following complex, multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

- LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.
- Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
  - Convey a perspective with clear reasoning and valid evidence.
  - Analyze the purpose of information being presented, evaluate its motives (e.g. social, commercial, political), and determine its credibility.
  - Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).
  - Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

# Grades 11-12 Standards

## Grades 11-12

### Reading Standards | Prose and Poetry

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.12.RI.1	Evaluate the development of two or more implied or explicit themes over the course of a text or texts.
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LA.12.RI.2	Evaluate the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.
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**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.12.RI.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
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LA.12.RI.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.
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**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.12.RI.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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LA.12.RI.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
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LA.12.RI.7	Demonstrate multicultural proficiency through analysis and evaluation of historical, cultural, biographical, and/or political perspectives within and across a wide range of literary texts.
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**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.12.RI.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.
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## Grades 11-12

### Reading Standards | Informational Text

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.12.RI.1	Evaluate the development of central ideas over the course of a text or texts.
LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
<b>Author's Craft</b>   Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.	
LA.12.RI.3	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
LA.12.RI.4	Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
<b>Knowledge and Ideas</b>   Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.	
LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century American works of historical and literary significance for their central ideas, purposes, and rhetorical style.
LA.12.RI.6	Evaluate central ideas within and across informational texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.12.RI.7	Demonstrate multicultural proficiency through analysis and evaluation of historical, cultural, biographical, and/or political perspectives within and across a wide range of informational texts.
<b>Range of Reading and Level of Text Complexity</b>   Read and comprehend complex, grade-level literary and informational texts independently and proficiently.	
LA.12.RI.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

<b>Grades 11-12</b>	
<b>Vocabulary Acquisition and Use</b>	
LA.12.V.1	Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to speaking and writing. <ul style="list-style-type: none"> <li>a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).</li> </ul>

	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
LA.12.V.2	Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in text.</li> <li>b. Analyze nuances in the meanings of words with similar denotations.</li> </ul>

## Grades 11-12 Writing Standards

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.12.W.1	Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. <ul style="list-style-type: none"> <li>a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.</li> <li>b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li> </ul>
LA.12.W.2	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience and to enhance purpose, structure, and style.</li> <li>d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.12.W.3	Write in a variety of narrative forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.
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	<ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>
LA.12.W.4	<p>Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Evaluate and synthesize multiple credible sources and incorporate and cite accurate, reliable evidence to logically support the claim and reasons and counter argument(s).</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ul>
LA.12.W.5	<p>Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> </ul>

	<p>e. Provide a concluding section that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</p>
LA.12.W.6	<p>Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <ul style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g. the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

## Grades 11-12

### Speaking and Listening Standards

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.12.SL.1	<p>Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <ul style="list-style-type: none"> <li>a. Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</li> <li>b. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>c. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>d. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> </ul>
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	<ul style="list-style-type: none"> <li>e. Demonstrate active and attentive listening skills (e.g. eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>f. Complete a task following complex, multi-step directions.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
LA.12.SL.2	<p>Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Evaluate the purpose of information being presented, its motives (e.g. social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g. stereotypes, multiple meanings of words).</li> <li>e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</li> </ul>

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