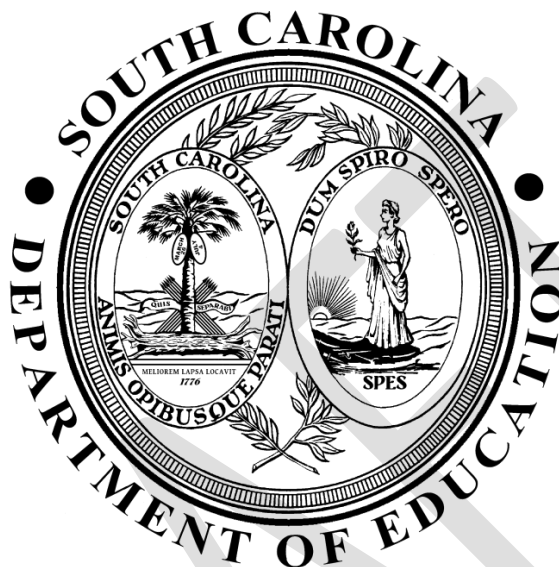**STATE OF SOUTH CAROLINA**
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

2022 South Carolina College- and Career-Ready English Language Arts Standards

Pursuant to the South Carolina Educational Accountability Act of 1998
(S.C. Code Ann. § 59- 18- 110)

August 2022

Contents

Acknowledgments

South Carolina owes a debt of gratitude to those who collaborated to produce the *2022 South Carolina College- and Career-Ready English Language Arts Standards (SC CCR ELA Standards).* For a full list of names, refer to Appendix M.

South Carolina's Standards Revision Process

According to the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. The SC CCR ELA Standards were written in accordance with the cyclical review process as set by the South Carolina Department of Education and the Education Oversight Committee. The writing team was carefully selected from a pool of interested applicants and includes South Carolina classroom teachers, instructional coaches, district leaders, and educators who specialize in working with multilingual learners, gifted learners, students with Individualized Education Plan (IEP)s, career and technology education, and assessment. The team of writers is representative of our state and every effort was made to ensure districts of varying sizes and regions were represented.

The purpose of the standards revision process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college, career, and community. The *Profile of the South Carolina Graduate*, adopted by The State Board of Education and The Education Oversight Committee, was a touchstone during the revision of the standards. The process was designed to create English Language Arts (ELA) standards that are clear, concise, aligned, and accessible to all students and teachers in the state.

South Carolina's Read to Succeed Act (ACT 284), enacted in 2014, stresses the importance of reading at every grade level and ensures that every student can read on grade level and graduate from high school with the reading and writing skills needed to be college and career ready. Among other requirements, this law created a comprehensive, systematic, state-wide approach to reading that will ensure that classroom teachers use evidence-based reading instruction in prekindergarten through grade twelve. Every effort has been made to ensure vertical alignment across grade levels to meet the requirement for a systematic approach to reading instruction and provide as much clarity as possible in the provision of instruction for the essential components of reading based on the most current evidence available.

How to Read This Document

Overall Document Organization

The standards document is divided into strands: Foundations of Literacy (F), Applications of Reading (AOR), Research (R), and Written and Oral Communications (C). Within each strand is a number of overarching standards. Each overarching standard is a goal set for the students of South Carolina upon graduation from high school. Each standard contains one or more vertically articulated grade-level indicators. The grade-level indicators set the end-of-year learning expectation. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The Foundations of Literacy standards progress from kindergarten through second grade. Handwriting, which is in Written and Oral Communications, progresses from kindergarten through fifth grade.

Standards Presentation

In this document, the standards and indicators are presented in two formats. The first format is a grade-level narrative format that includes all the standards, indicators, and indicator insights. Each strand of standards is color coded within each grade level document to correlate with the Standards Map.

To allow teachers to see the progression of each grade-level indicator and pinpoint the introduction of new content, the indicators are also presented in vertically articulated tables. This presentation allows teacher to quickly trace the progression of the K-E4 indicators as well as identify areas of remediation for students. The vertical progressions are in Appendix E.

Because the Foundations of Literacy strand only progresses from K-2, the appearance of these articulated indicators is different from the other strands. The Foundations of Literacy standards and indicators are presented in a grade-band layout to highlight students' progression on the reading process continuum. Although not all the Foundations of Literacy indicators are actively taught in K-2, teachers are encouraged to move backward and forward within the indicator levels to best fit the needs of students.

Coding

The coding of the SC CCR ELA Standards is presented in a format showing the content area, grade/course level, strand code, standard number, and indicator number. A visual layout of the coding and a table including the strand codes are presented on the following page.

Coding
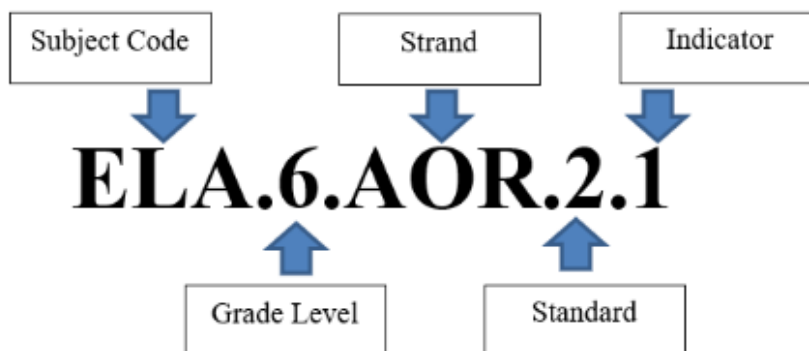
Strand	Code
Foundations of Literacy	F
Applications of Reading	AOR
Research	R
Written and Oral Communications	C
Overarching Expectations	OE

Key Features

Grade-Level Entrance Statements
Each grade-level of standards is introduced with an entrance statement that outlines the general skills and text types appropriate for students at that grade. Any major shifts, such as the introduction of analysis, are also included. The lists of suggested text types, both print and multimodal, are there for teacher guidance and curriculum planning.

Standards and Indicators
According to the *Procedures for Cyclical Review of South Carolina Academic Standards*, "academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objective called indicators" (2016).

Each overarching standard is a goal set for the students of South Carolina upon graduation from high school. Each standard contains one or more vertically articulated grade-level indicators. The grade-level indicators set the end-of-year learning expectation.

Indicator Insights
Indicator Insights provide an understanding to the language of the indicator for the classroom teacher. The language included in this section builds up previous Indicator Insights, as applicable. These insights provide teachers with clarifying information about the expectations of

the indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide teachers to resources in the appendices.

Overarching Expectations

The ELA Overarching Expectations (OE) are not a strand of standards. They are the fundamental skills and processes that are interwoven into the fabric of English language arts at each grade level. The Overarching Expectations are what is expected of our students as readers, writers, and communicators throughout K-12 ELA education.

Standards Color Coding

For ease of visibility, each strand is color coded. Use of color coding begins with the "Standards Map" and progresses through the appendices.
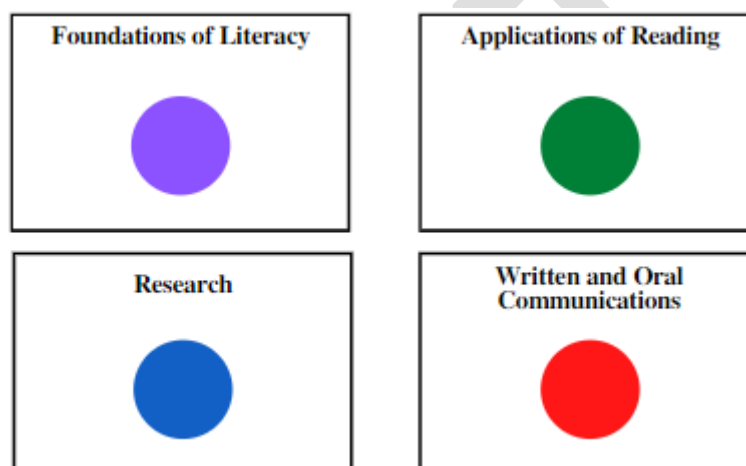
Foundations of Literacy	Applications of Reading
●	●
Research	Written and Oral Communications
●	●

Appendices
- A- Overarching Expectations Progressions: This section provides insight into how the Overarching Expectations can be implemented across grade levels.
- B- Text Complexity Resources: This section provides support to teachers with various areas of text complexity at the elementary level, the middle level, and the high school level.
- C- Glossary: This section provides definitions of terms within the standards and indicators to support understanding and promote the use of common language.
- D- Foundations of Literacy Standards, Grade Band Articulation: This section provides the K-2 progression of the Foundations of Literacy standards.
- E- Vertical Progression of Spiraled Standards: This section provides teachers with a K-12 view of the Applications of Reading, Research, and Written and Oral Communications standards and indicators and how they progress in cognitive complexity and content from kindergarten through English 4.
- F- Conventions Progression Matrix: This section provides a matrix that outlines the expected progression of grammar and conventions, to include introduction, development, and reinforcement through all grade levels.
- G- Vocabulary Support: This section provides support for entering and understanding the vocabulary standards.

- H-Rhetoric Support: This section provides support for entering and understanding rhetoric in the context of reading, writing, and speaking.
- I- Research Strand Support: This section provides support for understanding the Research Strand.
- J- Special Education Insights: This section provides insight into supporting special educations students in ELA instruction with the SC CCR ELA Standards.
- K- Gifted and Talented Insights: This section provides insight into supporting gifted and talented students in ELA instruction with the SC CCR ELA Standards.
- L- Multilingual Insights: This section provides insight into supporting multilingual students in ELA instruction with the SC CCR ELA Standards.
- M- Acknowledgments: This section details the members involved in the development of the SC CCR ELA Standards.
- N- How to Read This Document Infographic: This section provides the information from the How to Read This Document section in an infographic handout

Standards Map

Strand	Standard	Indicator	Code
Foundations of Literacy (F)	Phonological and Phonemic Awareness	Number of Words	F.1.1
		Alliteration	F.1.2
		Rhyming	F.1.3
		Count Phonemes	F.1.4
		Onsets and Rimes	F.1.5
		Syllables	F.1.6
		Manipulate Phonemes	F.1.7
	Print Concepts	Book Features	F.2.1
		One-to-One	F.2.2
		Follow Print	F.2.3
		Sentences	F.2.4
		Letters and Words	F.2.5
	Decoding and Encoding	Identify Letters	F.3.1
		Compare Letters	F.3.2
		Consonant Sounds	F.3.3
		Vowel Sounds	F.3.4
		Word Families	F.3.5
		Make New Words	F.3.6
		Syllables	F.3.7
		Decode and Encode	F.3.8
	Fluency	High-Frequency Words	F.4.1
		Fluency	F.4.2
Applications of Reading (AOR)	Literary Elements and Figurative Language	Literary Elements	AOR.1.1
		Figurative Language	AOR.1.2
	Theme and Central Idea	Theme	AOR.2.1
		Central Idea	AOR.2.2
	Point of View and Perspective in Literary Texts	POV and Perspective	AOR.3.1
	Perspective and Purpose in Informational Texts	Perspective and Purpose	AOR.4.1
	Text Structure and Features	Literary Text Structure	AOR.5.1
		Informational Structures and Features	AOR.5.2
		Argument and Rhetoric	AOR.5.3
	Summarizing and Paraphrasing	Summarizing and Paraphrasing	AOR.6.1
	Vocabulary: Context and Connotation	Context and Connotation	AOR.7.1
	Vocabulary: Morphology	Morphology	AOR.8.1
Research (R)	Investigating and Refining Knowledge	Investigating and Refining Knowledge	R.1.1
Written and Oral Communications (C)	Argumentative Writing	Argumentative Writing	C.1.1
	Informative/Expository Writing	Informative/Expository	C.2.1
	Narrative Writing	Narrative	C.3.1
	Grammar and Conventions	Grammar and Conventions	C.4.1
	Improving Writing	Improving Writing	C.5.1
	Handwriting	Handwriting	C.6.1
	Communicating Ideas	Communicating Ideas	C.7.1
	Collaboration and Perspective	Collaboration and Perspective	C.8.1
	Evaluating Ideas	Evaluating Ideas	C.9.1

Diagram of the Grade Level Standards Organization

The Strand is included at the top of the page and is color coded. The color coding correlates with the "Standards Map" and with the color coding used in the appendices.

Applications of Reading

AOR.1 Literary Elements | Evaluate and critique key literary elements that meaning within and across literary texts.
ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.
ELA.5.AOR...

The overarching standard is presented first. It is coded by strand abbreviation and standard number. Each standard has a short title that is underlined. This title correlates with what is used in the "Standards Map."

reader's ...
AOR.2 Them... contributes to the
ideas within ... of themes and central
ELA.5.AOR ... e over the course of a
literary text.
ELA.5.AOR ... dea over the course of
an informational text.

AOR.3 Point of View and Perspective in Literary Texts | Evaluate and critique how an author's ...ive sh...es style and meaning within and across literary texts. ...uthor... velops the perspective of a character(s) and the

Some indicators include "Indicator Insights." These insights provide teachers with clarifying information about the expectations of the indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide teachers to resources in the appendices.

Indicator Insight:
ELA.5.AOR.4.1 Perspective leads to irony in subsequent grades.

... Informational Texts | Evaluate and critique how an author's ... shape style and meaning within and across informational texts. ...'s purpose and explain how that purpose is conveyed through

AOR.5 Text Structure | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.5.AOR.5.1 Explain how a sequence of events, cl... to provide the structure of a literary text.
ELA.5.AOR.5.2 Determine and explain how text stru... overall meaning in an informational text.
ELA.5.AOR.5.3 Determine an author's argument and claims, supporting reasons...

The indicators are coded using the content area, grade/course level, strand, standard, and indicator. For example, ELA.5.AOR.5 contains three indicators, 5.1, 5.2, and 5.3.

Some standards may contain only one indicator, but that indicator has subsections. For example, ELA.5.AOR.6.1 addresses summarizing a variety of texts. ELA.5.AOR.6.1a addresses summarizing a literary text, while ELA.5.AOR.6.1b addresses summarizing an informational text. Although the skill for each text type is the same, the language used with each text type is different.

AOR.6 Summarizing and Paraphrasing | Summarize a... understanding.
ELA.5.AOR.6.1a Summarize a text to enhance compr... literary text.
ELA.5.AOR.6.1b Use the central idea and relevant su...

Theoretical Foundations of the SC CCR ELA Standards

Informed by current, theoretical research, the standards were developed to articulate the literacy skills students should perform both individually and collaboratively, with authentic texts for real-world purposes. The SC CCR ELA Standards are based on four theoretical foundations:

1. Clear, Measurable, and Vertically Articulated Standards;
2. Accessible for All Students;
3. Interconnected Literacy Skills; and
4. Learning as a Recursive Process.

Clear, Measurable, and Vertically Articulated

Content standards and grade-level indicators provide a framework for teaching and learning and reflect the knowledge and skills that students are expected to learn. Because the SC CCR ELA grade-level indicators vertically progress and consistently build on prior knowledge, they become more in-depth over time.

Measurability is a key factor of the grade-level indicators because it provides teachers an opportunity to determine what students have learned and what students still need to learn. Through clearly written, measurable standards, teachers are better equipped to better plan for instruction and students are better able to demonstrate learning. A key factor in the measurability of standards and grade-level indicators is the use of purposeful verbs that communicate the intended expectation for student learning. Measurable standards demonstrate a seamless relationship between standards, locally taught curriculum, and the local and state assessments, while "creating a level playing field in which expectations are consistent" (Reeves, 2022).

Content standards create expectations for consistent formative, interim, and summative assessments of student learning. They also provide all teachers with a shared common understanding of the expected learning outcomes.

Grade-level indicators that are vertically articulated, or scaffolded, guide students through carefully sequenced learning opportunities that allow them to build foundational skills and make connections with prior skills and knowledge before progressing into more complex skills. This increasing depth and complexity over the succession of grade levels allow students to meet the level of achievement expected within the overarching standard. An example of this would be providing learners time to identify, determine, and explain various types of figurative language before asking learners to analyze how those various types of figurative language independently or interconnectedly impact various aspects of a text.

Accessible for All Students

The Universal Design Principle (UDL) describes a framework for curriculum design, instructional processes, and assessments that provides all students with equal opportunities to learn and demonstrate what they have learned (CAST, 2013; PARCC, 2017; Ray, Aguinaga, & Bigler, 2010). Because academic standards impact all students in South Carolina, careful attention was placed on UDL during the revision of the SC CCR ELA standards.

UDL benefits all learners, as it incorporates the flexibility to meet the diverse needs of a wide range of students to ensure equity and access. While there are some situational barriers that UDL cannot address, most academic barriers, like poor writing skills, a narrow vocabulary base, or difficulty with number fluency, can be mediated by providing multiple means of engagement, representation, action, and expression.

As a layer of additional support, insights have been included to enhance interpretation of the indicators. These insights were created by committee members who specialize in instructional support.

Interconnected Literacy Skills

Students need opportunities to engage in substantial literacy experiences as the basis for learning to critically read and express their thinking and ideas. The SC CCR ELA Standards represent actions that students perform pertinent for growth as active listeners, critical readers, and informed communicators. Research confirms that "A child's future success depends on their acquisition of literacy skills. Children must learn to read and write to achieve an education and perform jobs and life functions that require accessing and communicating information" (Miller, 2014; Harvey & Ward, 2017). The Reading Comprehension Blueprint explains, "Young children need writing to help them learn about reading, they need reading to help them learn about writing; and they need oral language to help them learn about both" (Hennessy, 2021, p. 11).

The SC CCR ELA Standards are designed to work together across the strands of Applications of Reading, Research, and Oral and Written Communications. The grade-level indicators are designed to support one another so that while students may learn about a literary device in one grade level, they are expected to incorporate that same device into their own writing at the next grade level. Additionally, as students are honing their argumentative writing skills, they are also analyzing the speeches and presentations of speakers for their use of the same skills.

Foundationally, the connectivity of reading, writing, listening, and speaking is "efficient and effective for literacy and language growth engagement and enjoyment" (Routman, 2018). Kelly Gallagher (2020) states, "Reading makes us better writers. Conversely, let us not forget that the opposite is also true; writing makes us better readers. The act of writing deepens our comprehension." Teachers should approach the standards understanding that reading and communicating through oral and written expression are not subjects to be taught in isolation, but rather alongside each other. Reading instruction supports the development and refinement of writing skills, and writing instruction supports the development and refinement of reading skills (Gallagher, 2015).

Recursive Process for Learning

The SC CCR ELA Standards reveal how literacy skills are recursive within and across grade levels and courses. Recursive means that an activity is recurring or repeated; therefore, critical reading and expressing ideas are cyclical and recur throughout the instructional year. John Hattie recognizes "the significance of multiple exposures," and acknowledges "the critical importance

of techniques such as rehearsal and review" (Killian, 2021). "Rehearsal means going over the material until you can remember it [while] review involves going over things you have learned previously" (2021). Hattie also stresses the benefit of giving students time to practice doing the things they have learned to do (2021). In a recursive model, students are given multiple opportunities to explore and perform learning expectations.

Students must be given the chance to move back and forth between literacy skills within critical reading and expressing ideas as new ideas are developed or problems are encountered. Additionally, some skills, such as acquiring and implementing vocabulary, are often repeated with the expectation that progression is in conjunction with increasingly complex texts. Teachers understand that students excel when they are given multiple opportunities to master the grade-level and indicators at an appropriate level and with exposure to various levels of complex text. The recursive process allows for deeper learning in more cognitively complex ways with more complex texts.

Alignment to the *Profile of the South Carolina Graduate*

South Carolina students will achieve readiness for college, career, and lifelong learning through the integration of various higher-order thinking and literacy skills. Those skills will be supported by standards, curriculum, instruction, local and state assessments, and by employing inquiry-based learning with texts of varying complexity, encouraging student choice, to inspire creativity, innovation, and problem-solving ability. Knowledge and skills such as these are representative of the expectations of the SC CCR ELA Standards.

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF

SOUTH CAROLINA COUNCIL ON
COMPETITIVENESS

South Carolina Department of Education Website

Media Literacy

While the traditional definition of literacy applies only to print, in an ever-changing world, students will explore a broad scope of text formats that includes print and nonprint information to construct meaning and express ideas. Exposure to a variety of texts is known as media literacy. Media literacy is a "critical thinking skill that enables people to make independent choices regarding media programming they select and how to interpret the information received through the channels of mass communication" (Silverblatt, 2014). Examples of multimedia texts include but are not limited to email, television, social media, video games, photographs, logos, and audio messages.

According to the NCTE Executive Committee (2019), "Engaging with texts that vary in format, genre and medium gives us new perspectives and insights." Utilizing media literacy means having knowledge and understanding of the various texts and tools available and using them intentionally. It means making choices, using texts and tools in ways that match the purpose, and thinking about those texts and tools in new ways. The YouthLearn Media Literacy Toolbox says, "Media literacy turns the passive act of receiving a media message into action through the practice of decoding, reflecting, questioning, and ultimately creating media." Through these practices, students learn to analyze and assess resources for validity and bias, understand the impact of media, recognize when they are being influenced, and identify stereotypes and misrepresentations of gender, race, and class (Education Development Center, 2020).

As the issue of false information presented as news continues to rise in popular culture, today's students must develop media literacy skills. The National Council of Social Studies (2016) released a position statement on media literacy due to the amount of unfiltered information that streams through social media and apps. The Council asked teachers to help students hone their inquiry-based literacy skills of analyzing and evaluating information while calling for a renewed focus on critical thinking skills that include questioning, comparing claims, assessing credibility, and reflecting on one's process of reasoning. Disciplinary literacy classrooms encourage teachers to incorporate these analytical skills into their content delivery (Lent & Voigt, 2019).

The NCTE Executive Committee confirms that as society and technology change, so too does literacy. NCTE explains, "The world demands that a literate person possess and intentionally apply a wide range of skills, competencies, and dispositions. These literacies are interconnected, dynamic, and malleable. As in the past, they are inextricably linked with histories, narratives, life possibilities, and social trajectories of all individuals and groups" (2019). Developing these skills is a critical part of equipping South Carolina's students to meet those global demands.
In their book, *Disciplinary Literacy in Action*, ReLeah Lent and Marsha Voigt talk about literacy in the 21st century. The authors say, "Literacy plays a large role in preparing students to develop the knowledge, skills, and characteristics to be successful in higher learning and careers" (2019). With this in mind, we can make connections to the *Profile of the South Carolina Graduate*.

According to the NCTE, Lent, and Voigt, and in support of the *Profile of the South Carolina Graduate*, students must be able to:
- Participate in a networked world by critically engaging with texts in a variety of formats, genres, and mediums to develop critical thinking and problem solving.

- Move from content consumers to content curators and creators to develop creativity and innovation.
- Work collaboratively in both face-to-face and virtual environments to use and develop problem-solving and interpersonal skills.
- Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures and ethnic groups, geographic regions, and social roles through interaction with a variety of texts to develop a global perspective.
- Understand and adhere to legal and ethical practices while using resources and creating information to develop a work ethic.
- Navigate multimodal texts to grow as technologically savvy and civic-minded citizens. Multimodal texts include picture books, graphic novels, comics, posters, performances, oral storytelling, film, animation, podcasts, social media, and web pages. Twenty-first-century students should be able to comprehend, produce, and respond to a variety of multimodal texts to develop creativity and innovation.

The standards were developed through a media literacy lens to produce students who are equipped to tackle the various demands of our media-rich world. Through the implementation of standards, students develop media literacy skills in thinking, reading, writing, and communicating.

Explanations of Strands

Foundations of Literacy

The Foundations of Literacy strand contains four standards:
1. Phonological and Phonemic Awareness;
2. Concepts of Print;
3. Decoding and Encoding Phonics Skills; and
4. Fluency.

The development of foundational standards and indicators was informed by an extensive review of research that supports the impact of foundational literacy skills on students' educational success. Adams (1990) and Stanovitch (1986) affirm the impact of foundational literacy skills by explaining that a student's level of phonemic awareness is considered the most effective predictor of success in learning to read. According to the What Works Clearinghouse Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd,* in order for students to develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills (Foorman, et al., 2016).

Extensive research supports that phonemic awareness can be developed through instruction and that doing so accelerates children's subsequent reading and writing achievement significantly (Ball & Blachman, 1991; Blachman, Ball, Black, & Tangel, 1994; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1991, 1993, 1995; Castle, Riach, & Nicholson, 1994; Cunninghman, 1990; Lundberg et al., 1988; Wallach & Wallach, 1979; Williams, 1980).

The Foundations of Literacy skills articulate a continuum of learning (see Appendix D). If students are not prepared to master grade-level indicators, teachers should refer to previous grade-level skills for guidance and instructional support. Additionally, teachers should consider Universal Screener results to inform remediation.

Foorman and Torgeson state that the "components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, as well as writing and that findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher" (2001, p. 203).

Applications of Reading

The Applications of Reading (AOR) strand is organized into eight standards and indicates the required reading skills and concepts that all students must acquire to become competent readers who think critically through a variety of text types. The AOR grade-level indicators articulate expectations for application at each stage of students' literacy development and provide opportunities for students to develop skills by practicing within various text genres, structures, and complexity levels. The AOR standards encompass literacy concepts such as literary

elements, figurative language, theme, central idea, point of view, perspective, purpose, text structures and features, and rhetoric.

Vocabulary standards and indicators are also included within the AOR standards, as vocabulary development is a crucial component of literacy development, language acquisition, and comprehension. Students should demonstrate an understanding of academic vocabulary through practical application. Rather than assessing students' ability to memorize, recall, or reproduce academic vocabulary, it is more important that they demonstrate understanding through application, analysis, evaluation, and creation when appropriate. At all levels, students should have ample opportunity to write to remember, particularly during the introduction of academic vocabulary. For additional support, each grade level of indicators includes insights for supplemental clarification.

Research

The Research standard and indicators support teachers in creating a classroom environment that cultivates the process of research. Students individually and collaboratively interact with content to become curious, self-regulated, and reflective learners. "Today's complex world requires that our next generation of leaders be able to raise questions" (Beers & Probst, 2017, p. 21). To experience the process of research in its entirety, students must go beyond simply extracting information and should engage with, reflect upon, and make connections to a topic or text. In other words, students should move beyond answering predetermined questions and should be expected to begin generating and answering questions that foster interpretation of a topic or text.

Students can communicate findings through multiple modes of expression, such as speeches, videos, and web pages. The research process does not necessarily require culmination in the form of a written project created over an extended period of time. Research is a recursive and continual process that can evolve over the course of the educational experience; therefore, teachers should continually reference learning from previous grades and expectations in subsequent grades.

Citing sources is an Overarching Expectation (OE) at all grade levels. Developmental and instructional appropriateness should be considered at each level. See the Overarching Expectations Progressions in Appendix A for additional information.

Written and Oral Communications

The Written and Oral Communications (C) strand is organized into nine standards and articulates the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting. Expressing ideas is a recursive and interconnected process that develops behaviorally and academically over time; therefore, the Communications standards and indicators are organized together. Varied modes of communication are utilized for various audiences and purposes, including to inform, entertain, and persuade.

The writing standards address three main modes of writing: Argumentative, Informative/Expository, and Narrative. Each mode has its own unique set of structures, processes, and techniques. Writing arguments requires students to investigate a topic, collect and evaluate evidence, and establish, and sometimes defend, a position. It also requires students to examine sources of information for credibility, validity, and bias. Argumentative writing can be presented in various forms, such as speeches, presentations, paragraphs, letters, etc., exceeding the boundaries of a written essay.

Informative and expository writing requires students to provide information on a topic. It allows students to develop critical thinking skills by necessitating investigation of an idea, evaluation of evidence, and connection of information to form new ideas and concepts. Informative and expository writing answers "how" and "why" questions about a topic. Informative and expository writing can be presented in many forms, including how-to documents, research papers, annotated bibliographies, brochures, essays, multimodal formats of documentaries, infographics, etc. Students transition from a combination of informative and explanatory pieces in kindergarten through second grade to informative pieces in third grade and beyond.

Narrative writing allows students to tell a story or stories. It enables students to express their creativity and experiment with words and structure. Narrative writing can be fictional, semi-autobiographical, or historical and can be presented in prose or verse. To be successful writers of narratives, students must learn to introduce and develop characters, sequence a plot, use sensory details and figurative language, and various other literary and stylistic devices.

Improving writing includes understanding the processes of revision and editing. Revision refers to the process of reviewing the content of writing as it relates to a task, purpose, and audience. As Kelly Gallagher states in *Write Like This*, "When held side by side, the second draft must be better than the first. This does not mean that the commas need to be put in the correct place, which will occur later in the editing stage. This means that the substance of the paper-- the writing itself-- must first get better" (2011, p. 204). Editing refers to the process of reviewing writing for conventions or commonly accepted rules of written English (e.g., spelling, usage, punctuation, capitalization, and sentence formation and grammar). John Warner explains editing in his book The Writer's Practice as "...the shaping of the writing after the ideas are essentially in place. The bulk of the thinking is over; now it's a matter of making specific language choices to highlight those ideas" (2019, p. 28). Both revision and editing are integral to the writing process.

Grammar is the combination of syntax and morphology. The SC CCR ELA Standards offer a conventions matrix to help teachers understand the progression of skills which is formatted for ease of use during instruction planning.

Students should emulate or mirror literary and stylistic elements from mentor texts. Using mentor texts allows students to engage in thinking about the writing process through examples they can mirror, connect with, learn from, and emulate. Using mentor texts as an instructional practice invites students to recognize intentionality of choices made by authors, and to notice, compare, apply, and transfer techniques into their writing.

Along with communicating ideas and understanding through writing, students should experience opportunities to express thoughts through oral communication. The Oral Communication standards outline the unique skills students develop through effective speaking and listening with various and diverse audiences. Students must have numerous opportunities at each grade level to participate in collaborative discussions where they can practice listening and speaking skills and interact with others who may offer differing opinions and perspectives. This experience not only entails the skills of evaluating information but also organizing and communicating ideas to address a variety of audiences who may have differing views.

Although the SC CCR ELA Standards are presented in four strands, the standards and grade-level indicators are not intended to be taught in isolation. Rather, they are designed to be grouped in clusters, as determined by the teacher, so students can read, write, and communicate while thinking critically and engaging with other students in an academic setting.
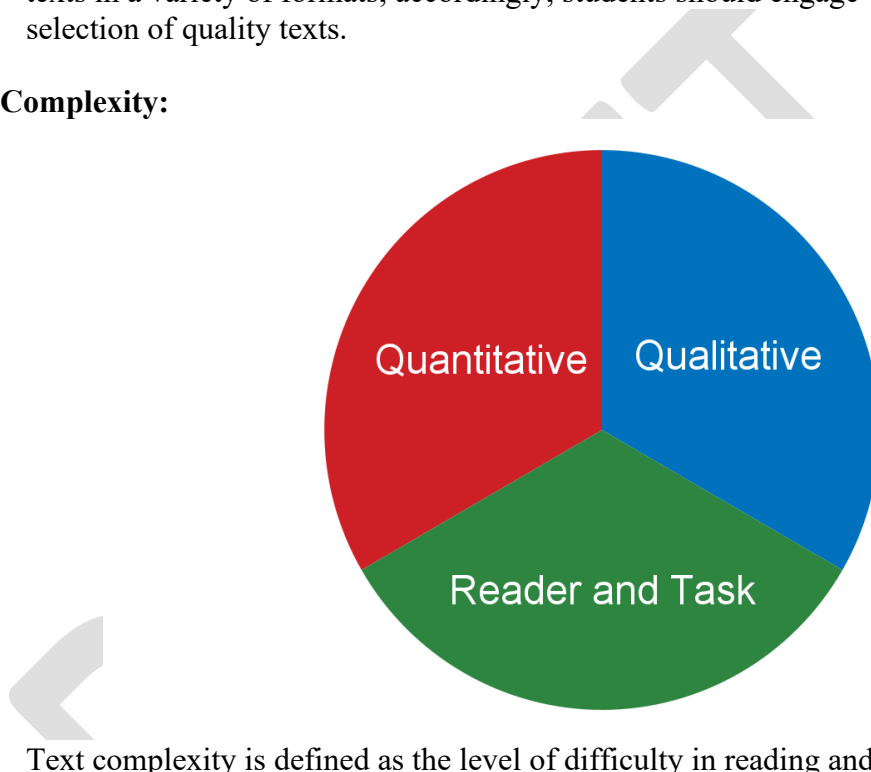
Text Complexity Process

What is text?

> **Definition:** Texts can include, but are not limited to, materials such as books, magazines, newspapers, movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, digital media, infographics, podcasts, and works of art. Babin et al. (2018) define text as "...anything that conveys a set of meanings to the person who examines it".
>
> **Purpose:** The SC CCR ELA Standards prepare students for experiences with diverse texts in a variety of formats; accordingly, students should engage with a diversified selection of quality texts.

Text Complexity:

Text complexity is defined as the level of difficulty in reading and understanding a text. There are three components of text complexity: qualitative, quantitative, and reader and task. Each of these components is **equally important and valued**. Singularly, however, they reveal a partial and potentially misleading impression of a text. The complexity in one dimension may be higher or lower than the other, but all three must be considered to determine the overall complexity.

When planning instruction for English language arts, it is vital to select texts that provide students with opportunities to meet grade-level standards. The importance of progressing the complexity of texts and the need for teachers to better understand what makes the texts challenging arose from research that showed nearly half of the students graduating high school need remediation to cope with post-secondary reading. Research also revealed that the most apparent differentiator in reading between students who are and are not college-ready is the ability to comprehend complex texts (ACT, 2006).

The **quantitative** measures are divided by grade band and address the measurable data of a text, such as sentence length, word length, and word frequency. While all text readability measures use a different formula to determine a level, we feature Flesch-Kincaid, Lexile, and Reading Maturity, as they are commonly used in South Carolina, according to standards writing committee members.

Quantitative Dimension of Text Complexity (Student Achievement Partners, 2022)

Grade Band	Flesch-Kincaid	The Lexile Framework and by Grade Level and Analyzer	Reading Maturity
K-1	-1.3-2.18	BR-430	
2-3	1.98-5.34	420-820	3.53-6.13
4-5	4.51-7.73	740-1010	5.42-7.92
6-8	6.51-10.34	925-1185	7.04-9.57
9-10	8.32-12.12	1050-1335	8.41-10.81
11+	10.34-14.2	1185-1385	9.57-12.00

The **qualitative** measure considers the extent to which text features related to content and meaning are used. These may include multiple meanings, figurative language, text organization, author's purpose, and vocabulary. This measure analyzes critical features of the text that computers cannot analyze, like meaning/purpose, knowledge demands, language features, text structures, and the use of graphics. Judgments about these factors add additional information to the process of determining text complexity that Quantitative Measures cannot assess.

The **reader and task** measure considers individual students as readers and the appropriateness of the activity with the text. Students' background knowledge must be considered when determining text complexity. Texts may appear to be quantitatively and qualitatively appropriate for a student; however, it is important to consider the developmental level of the reader and the theme of a text when determining the appropriateness of complexity. Factors relating to reader and task for consideration are complexity of content, cognitive capacity, reading skill, motivation and engagement, prior knowledge, task, and assessment. The rubric offers criteria to weigh when evaluating the appropriateness of text.

When Determining Complexity of Text

- Consider the appropriateness of complexity when selecting texts for whole and small group instruction.
- Be deliberate when selecting texts that fit the scope/sequence of academic standards. When introducing a skill, consider using a less complex text. Increase the complexity of text when a skill is being practiced or mastered.
- Integrate texts from other content areas when possible and appropriate.
- Select developmentally appropriate and progressively complex texts to help students build stamina.
- In small groups, differentiate for struggling readers by varying Qualitative and Reader/Task but keeping Lexile level the same or close to grade level expectation.
- Consider diverse texts that reflect students' cultures and ethnicities.

The Text Complexity Rubric

To help make decisions about the instructional use of texts, consider the following rubric regarding the three dimensions of text complexity.

1. **Quantitative:** Check the level of the text and cross-reference it with the grade level equivalency.

Low Complexity	Mid Complexity	High Complexity
Text is at the lower end or below the **grade level** quantitative reading measure.	Text is in the midrange of the **grade level** quantitative reading measure.	Text is at the high end or above the **grade level** quantitative reading measure.

2. **Qualitative**

Low Complexity	Mid Complexity	High Complexity
• Literal and explicitly stated meaning in text • Language of the text is literal • Author's purpose is obvious and clear • Text organization is clear • Graphics are simple, but pictures support understanding • Uses commonly used words	• Explicit and implicit meaning in text • Figurative language is used to enhance what is literally stated • Author's purpose is readily inferred from reading • Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing • Graphics enhance the understanding of the text • Uses some domain specific or academic vocabulary used	• Multiple levels of meaning in text, often with intentional ambiguity • Figurative language is used, with multiple interpretations possible • Author's purpose is obscure and open to interpretation • Text organization is initially ambiguous but supports reader growth • Graphics are essential to understanding text • Consistently uses domain specific or academic vocabulary

3. **Reader and Task**

Low Complexity	Mid Complexity	High Complexity
Reader • Student has background knowledge of topic, but it may not be needed to understand the text	Reader • Student may or may not have background knowledge of topic, but having it enhances the reader's understanding	Reader • Student lacks background knowledge of topic, but background knowledge is essential to understanding • Themes and ideas are at the upper level of a

• Theme and ideas are within student's developmental level Task • Comprehension is simple • Task exhibits low cognitive complexity level with one step (i.e., How does the character feel? What is the main idea of paragraph 2?) • Low cognitive demand required to comprehend the text	• Themes and ideas are within student's developmental level, although some subjects may be sensitive Task • Comprehension is dependent on use of some comprehension strategies • Task is of midlevel cognitive complexity and might involve multiple steps (i.e., How does the character change from the beginning to the end of the passage?) • Some cognitive demand required to fully comprehend the passage	student's developmental level and understanding Task • Comprehension is dependent on student stamina, comprehension strategies and inferential thinking • Task is of a high level of cognitive complexity, involving multiple cognitive steps (i.e., Write an explanation of how the plot impacts character development and use text evidence) • High cognitive demand is required to fully comprehend passage

See Appendix B for more text complexity resources.

English Language Arts Overarching Expectations

The ELA Overarching Expectations (OE) are the fundamental skills and processes interwoven into the fabric of English language arts instruction across all grade levels. They are perpetual practices and cannot be separated from conventional classroom instruction; therefore, Overarching Expectations should not be viewed as specific standards or indicators. Instead, they should be recognized as the expectation of what students do as readers, writers, and communicators at every level of English language arts instruction.

For further clarification of the Overarching Expectations, refer to Appendix A.

Code	Overarching Expectations
ELA.OE.1	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
ELA.OE.2	Acquire, refine, and share knowledge through a variety of multimodal literacies to include written, oral, visual, digital, and interactive texts.
ELA.OE.3	Make inferences to support comprehension.
ELA.OE.4	Collaborate with others and use active listening skills.
ELA.OE.5	Cite evidence to explain and justify reasoning.
ELA.OE.6	Create quality work by adhering to an accepted format.

Kindergarten ELA Standards

"Once you learn to read, you will be forever free."
Frederick Douglass

Students entering kindergarten should receive instruction characterized by a focus on explicit and systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. As students are working toward the mastery of the kindergarten indicators, some students may need additional guidance and support. This support can include read alouds and the use of sentence frames.

As students are developing print writing skills, they are also exploring the writing modes of argumentative, informative, and narrative. Kindergarten students are also entering oral communication skills by learning to listen to others and taking turns in conversations.

In kindergarten, students begin reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they should read the following specific types of texts: decodable texts, historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they should be reading autobiographical and biographical sketches. Lastly, in the category of poetry, they should be reading narrative, lyrical, free verse, and humorous poems.

Students should begin reading informational texts in print and multimedia formats of the following types: decodable texts, essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They should also read maps, timelines, and graphs.

While reading in kindergarten may not yet involve students independently saying words that match what is on the page, teachers should consider developmental progression as students are still learning to read.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E. The Foundations of Literacy Grade Band Articulation is in Appendix D.

Foundations of Literacy

F.1 <u>Phonological and Phonemic Awareness</u> | Demonstrate early phonological awareness to basic phonemic awareness in spoken words.
ELA.K.F.1.1 Count the number of words in a spoken sentence.
ELA.K.F.1.2 Recognize alliterative spoken words.
ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.
ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.
ELA.K.F.1.6 Identify initial, medial vowel, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with/l/, /r/, or /x/.
ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.

> *Indicator Insights:*
> ELA.K.F.1.6 Say *CAT*, delete *C*, Say *-AT*, say *CAT*, delete *T*, say *CA-*, Say *CAT*, delete *A*, say *C-T*.
> ELA.K.F.1.7 Delete: Say *'cat'*. Now say it again without the /c/. Add: Say *'at'*. Now say it again and add */c/.*
> Substitute: Say *'cat'*. Now say it again and change /c/ to /b/.

F.2 <u>Print Concepts</u> | Demonstrate knowledge of the organization and basic concepts of print.
ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.
ELA.K.F.2.2 Identify one-to-one correspondence by pointing to words, noting that there are spaces between words.
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
ELA.K.F.2.5 Identify letters and words within sentences.

F.3 <u>Decoding and Encoding</u> | Know and apply phonics and word analysis skills in decoding and encoding words.
ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.
ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:
- in a closed syllable (VC: at; CVC: bat).
- in an open syllable (e.g., he, so, me, go, hi).

- in a vowel-consonant-e (VCe) syllable with prompting and support.

ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in decodable text (such as word families).

ELA.K.F.3.6 Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.

ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.

ELA.K.F.3.8 Decode and encode words using:
- VC
- CV
- CVC
- consonant digraphs (ch, sh, th, wh)
- combination (qu)

F.4 Fluency | Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.

ELA.K.F.4.2 Read texts orally with accuracy and expression.

> *Indicator Insight*:
> ELA.K.F.4.1 High-frequency words are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.
ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in a text.

> *Indicator Insights:*
> ELA.K.AOR.1.1 Characters can be described by appearance, feelings, and actions.
> ELA.K.AOR.1.1 Events that move the plot forward include, but are not limited to, cause-and-effect and problem-and-solution relationships.
> ELA.K.AOR.1.2 Instruction of texts heard or read can go beyond listed terms.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.
ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.

> *Indicator Insight:*
> ELA.K.AOR.2.2 "Topic" will develop into "central idea" in first grade.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.K.AOR.3.1 Identify and explain the role of the author and the illustrator in a literary text.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.K.AOR.4.1 Identify and explain the role of the author and the illustrator in an informational text.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.K.AOR.5.1 Identify and describe the different genres of literary text to include narrative, drama, and poetry.
ELA.K.AOR.5.2 Identify informational text features such as title, headings, subheadings, and illustrations or photographs in an informational text.

ELA.K.AOR.5.3 Explain the difference between facts and opinions about a topic in an informational text.

> *Indicator Insights:*
> ELA.K.AOR.5.1 At this level, students recognize that text has meaning. Refer to ELA.F.2 for more information.
> ELA.K.AOR.5.2 Instruction can go beyond the terms listed in the indicator.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.K.AOR.6.1 Retell a text orally to enhance comprehension:
    a. Use main character(s), setting, and important events for a story.
    b. Use topic and supporting details for an informational text.

> *Indicator Insight:*
> Refer to ELA.AOR.1.1 and ELA.AOR.1.2 for more information.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.K.AOR.7.1
    a. Identify the basic functions of common words.
    b. Categorize common words by their basic functions and visual characteristics.
    c. Build and use background knowledge to determine the meaning of unknown words.

> *Indicator Insight:*
> ELA.K.AOR.7.1b Visual characteristics include size, shape, color, location, and parts.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.K.AOR.8.1 Use knowledge of morphemes to extract meaning from oral language.

> *Indicator Insight*:
> ELA.K.AOR.8.1 Refer to "Foundations of Literacy" for more information.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.K.R.1.1 Ask and answer questions related to prediction, justification, practical solutions, explaining means to a goal, observation, and construction.

Indicator Insight:
ELA.K.R.1.1 Refer to Appendix I for support with types of questions.

Written and Oral Communications

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.
ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and supporting reason.

> *Indicator Insights:*
> ELA.C.K.1.1 Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level. Refer to AOR.5.3 for insight on argument and claim addressed in previous grade levels for application in writing at current grade level.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.
ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting facts.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.
ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.K.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insights:*
> ELA.K.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F and refer to F.3 for more information.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
ELA.K.C.6.1 Print all upper- and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal markers.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.K.C.8.1a Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions.
ELA.K.C.8.1b Consider the ideas of others while engaging in conversations.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

First Grade ELA Standards

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage." Roald Dahl

In first grade, students should continue to receive instruction in recognizing grapheme-phoneme correspondences, and they will begin decoding and encoding longer words. Students in first grade will work toward mastery of print writing and continue their exploration of the writing modes of argumentative, informative, and narrative. First-grade students are still learning how to appropriately enter conversations and are now learning how to adjust the volume of their voices to fit the context of the conversation.

Instruction in first grade provides a greater focus on finding meaning in text than instruction in kindergarten. Students in first grade are now working on identifying which details are more important, a beginning step in identifying relevance.

By the end of first grade, students should be reading four major types of literary texts in print and multimedia format: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they should be reading the following specific types of texts: decodable texts, historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they should read autobiographical and biographical sketches.

In the category of poetry, students should read narrative, lyrical, free verse, and humorous poems. Additionally, by the end of first grade, students should be reading a variety of informational texts in print and multimedia formats of the following types: decodable texts, essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. Students should also be reading directions, maps, timelines, and graphs.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E. The Foundations of Literacy Grade Band Articulation is in Appendix D.

F.1 <u>Phonological and Phonemic Awareness</u> | Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

ELA.1.F.1.1 *There is not an indicator for first grade.*

ELA.1.F.1.2 Produce alliterative spoken words.

ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.

ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.

ELA.1.F.1.5 *There is not an indicator for first grade.*

ELA.1.F.1.6 *There is not an indicator for first grade.*

ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with 3 to 5 phonemes and say the resulting word.

> *Indicator Insights:*
> ELA.1.F.1.4 Delete: Say '*parsnip*.' Say it again but don't say '*par*.' Add: Say '*cow*.'   Say it again add '*boy*.'
> ELA.1.F.1.7 Delete: Say '*slap*.' Now say it again without the /s/. Add: Say '*lap*.' Now say it again and add /s/. Substitute: Say '*slap*.' Now say it again and change /sl/ to /tr/.

F.2 <u>Print Concepts</u> | Demonstrate knowledge of the organization and basic concepts of print.

ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).

ELA.1.F.2.2 *There is not an indicator for first grade.*

ELA.1.F.2.3 *There is not an indicator for first grade.*

ELA.1.F.2.4 *There is not an indicator for first grade.*

ELA.1.F.2.5 *There is not an indicator for first grade.*

F.3 <u>Decoding and Encoding</u> | Know and apply phonics and word analysis skills in decoding and encoding words.

ELA.1.F.3.1 *There is not an indicator for first grade.*

ELA.1.F.3.2 *There is not an indicator for first grade.*

ELA.1.F.3.3 *There is not an indicator for first grade.*

ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:
- Decode and encode regularly spelled one syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position.
- Decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur)
- With prompting and support, decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant -le), including compound words that fit multiple syllable types.

ELA.1.F.3.5 *There is not an indicator for first grade.*

ELA.1.F.3.6 Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.

ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables.

ELA.1.F.3.8 Decode and encode words using:
- onset/rime *
- consonant blends (initial and final)
- consonant digraphs (ch, ck, sh, th, wh, ph)
- trigraphs (e.g., -tch, -dge)
- combination (e.g., qu)
- VCe
- r-controlled vowels (e.g., ar, er, ir, or, ur)
- common inflectional endings that do not change the base word (e.g., -s, -ed).
- contractions with am, is, has, and not
- hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y) *
- vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *
- words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) *
- silent letter combinations (e.g., kn, wr, mb, gh, gn) *
- words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) *
- words with final /v/ sound, using knowledge that no English word ends with a v. (e.g., have, give, save) *

Indicator Insight: *with prompting and support

F.4 <u>Fluency</u> | Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.

ELA.1.F.4.2 Read texts orally with accuracy and expression.

Indicator Insights:
ELA.1.F.4.1 High-frequency words are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.
ELA.1.F.4.2 Appropriate rate is based on the fluence scoring system used in your school or district.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.

ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.

> *Indicator Insights:*
> ELA.1.AOR.1.1 Main story elements include and go beyond character, setting, events that move the plot forward. Events that move the plot forward include, but are not limited to, cause-and-effect and problem-solution relationships.
> ELA.1.AOR.1.2 Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.

ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.

> *Indicator Insight:*
> ELA.1.AOR.2.1 "Lesson" will progress into a "theme" in second grade.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.1.AOR.3.1 Identify and explain who is telling a story.

> *Indicator Insight:*
> ELA.1.AOR.3.1 Identifying the "storyteller" in first grade will lead to recognizing the "narrator" in subsequent grades.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.

ELA.1.AOR.4.1 Identify an author's purpose to include to entertain, explain, inform, or persuade.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.1.AOR.5.1 Identify the basic characteristics of literary text structure to include titles, lines, stanzas, sentences, and paragraphs.
ELA.1.AOR.5.2 Identify text features such as captions, graphs, glossaries, tables of content, and maps in an informational text.
ELA.1.AOR.5.3 Identify an author's opinion about a topic in an informational text.

> *Indicator Insights:*
> ELA.1.AOR.5.2 Instruction can go beyond terms listed within the indicator.
> ELA.1.AOR.5.3 Refer to C.1 for more support.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.1.AOR.6.1 Retell a text in oral or written form to enhance comprehension:
ELA.1.AOR.6.1a Use main story elements at the beginning, middle, and end for a literary text.
ELA.1.AOR.6.1b Use a central idea and supporting details for an informational text.

> *Indicator Insight:*
> ELA.1.AOR.6.1a "Main story elements" can include character(s), setting, and important events. Refer to AOR.1.1.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.1.AOR.7.1
ELA.1.AOR.7.1a Identify and use word relationships.
ELA.1.AOR.7.1b Build and use background knowledge to determine the meaning of unknown words.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.1.AOR.8.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.

> *Indicator Insight:*
> ELA.1.AOR.8.1 Inflectional morphemes at this level may include plural -s, past-tense -ed and possessive -s.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.1.R.1.1 Ask and answer questions related to prediction, justification, practical solutions, explaining means to a goal, observation, and construction.

Indicator Insight:
ELA.1.R.1.1 Refer to Appendix I for support with types of questions.

C.1 Argumentative Writing | Write arguments to support claims with clear reasons and relevant evidence.
ELA.1.C.1.1 Write opinion pieces about a topic, include supporting reasons, and provide a sense of closure.

C.2 Informative/Expository Writing | Write informative/expository texts to analyze and explain complex ideas and information.
ELA.1.C.2.1 Write informative/explanatory pieces that name a topic, and provide facts and a sense of closure.

C.3 Narrative Writing | Write narratives to develop real or imagined experiences using effective techniques.
ELA.1.C.3.1 Write narratives detailing events in a logical order using temporal words, and provide a sense of ending.

> *Indicator Insights:*
> ELA.1.C.3.1. Temporal (chronological) order refers to order in terms of time.
> Narratives at this grade level include a character and setting and may require instructional support.

C.4 Grammar and Conventions | Demonstrate command of standard English grammar and conventions when writing.
ELA.1.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:* Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 Improving Writing | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

C.6 Handwriting | Write independently and legibly for a variety of tasks and purposes.
ELA.1.C.6.1 Print all upper- and lowercase letters and use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal markers.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.1.C.8.1a Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions.
ELA.1.C.8.1b Consider the ideas of others by restating what they say during conversations.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.

Second Grade ELA Standards

"To learn to read is to light a fire; every syllable that is spelled out is a spark."
Victor Hugo

By second grade, students should have mastered print concepts and phonological awareness. The foundational skills emphasized at this grade level are phonics and fluency. Author's purpose is introduced for informational text. Students are now printing legibly and writing narratives that include temporal words.

In second grade, students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they are reading the following specific types of texts: decodable texts, historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they are reading autobiographical and biographical sketches. Lastly, in the category of poetry, they are reading narrative, lyrical, free verse, and humorous poems.

By the end of second grade, students are reading a variety of informational texts in print and multimedia formats, such as decodable texts, essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They are also reading directions, maps, timelines, and graphs.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E. The Foundations of Literacy Grade Band Articulation is in Appendix D.

Foundations of Literacy

F.1 <u>Phonological and Phonemic Awareness</u> | Demonstrate early phonological awareness to basic phonemic awareness in spoken words.
There are no indicators in second grade for this standard.

F.2 <u>Print Concepts</u> | Demonstrate knowledge of the organization and basic concepts of print.
ELA.2.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
ELA.2.F.2.2 *There is not an indicator for second grade.*
ELA.2.F.2.3 *There is not an indicator for second grade.*
ELA.2.F.2.4 *There is not an indicator for second grade.*
ELA.2.F.2.5 *There is not an indicator for second grade.*

F.3 <u>Decoding and Encoding</u> | Know and apply phonics and word analysis skills in decoding and encoding words.
ELA.2.F.3.1 *There is not an indicator for second grade.*
ELA.2.F.3.2 *There is not an indicator for second grade.*
ELA.2.F.3.3 *There is not an indicator for second grade.*
ELA.2.F.3.4 Identify the vowel in a printed syllable or word to:
- Decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables).
- Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on

ELA.2.F.3.5 *There is not an indicator for second grade.*
ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.
ELA.2.F.3.7 Use knowledge of how syllables work to read multisyllabic words.
ELA.2.F.3.8 Decode and encode multi-syllabic words using:
- consonant digraphs (ck, sh, th, ch, wh, ph)
- combination (qu)
- three-consonant blends (e.g., str-, scr-)
- blends containing digraphs (e.g., thr-, -nch)
- trigraphs (e.g., -tch, -dge)
- variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay)
- vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur)
- common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es)
- words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., wild, most, cold, colt, mind) (These are exceptions to the rule.)
- words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall)

- words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y)
- words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words
- words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym)
- words with silent letter combinations. (e.g., kn, wr, gn, mb, gh)
- contractions with am, is, has, not, have, would, and will (e.g., I'm, he's, she's, isn't, don't, I've, he'd, they'll)

F.4 <u>Fluency</u> | Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.
ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.

> *Indicator Insights*:
> ELA.2.F.4.1 High-frequency words are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.
> ELA.2.F.4.2 Appropriate rate is based on the fluence scoring system used in your school or district.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.
ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.

> *Indicator Insights:*
> ELA.2.AOR.1.1 Main story elements go beyond the basics of character, setting, and events and can include other elements such as conflict and character development. Sequencing important events will lead to understanding plot in third grade.
> ELA.2.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.
ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.2.AOR.3.1 Identify and explain a character's point of view to include first and/or third person.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.2.AOR.4.1 Determine and explain an author's purpose to include to entertain, explain, inform, or persuade.

> *Indicator Insight:*
> ELA.2.AOR.4.1 At this level, an author's purpose is described (in complete sentences) within student generated responses.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.2.AOR.5.1 Identify and explain the basic structure of literary text to include narrative, drama, and poetry.

ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence in an informational text.

ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses evidence to support that opinion in an informational text.

> *Indicator Insights:*
> ELA.2.AOR.5.2 "Sequence" is a specific order of events or steps of a process; chronological order refers to order in terms of time or occurrence.
> ELA.2.AOR.5.3 Refer to C.1 for more support.

AOR.6 Summarizing and Paraphrasing | Summarize and paraphrase texts to support understanding.

ELA.2.AOR.6.1 Retell a text to enhance comprehension:

ELA.2.AOR.6.1a Use main story elements in a logical sequence for a literary text.

ELA.2.AOR.6.1b Use a central idea and supporting details for an informational text.

> *Indicator Insight:*
> ELA.2.AOR.6.1a "Main story elements" can include character(s), setting, and important events. Refer to AOR.1.1. for more support.

AOR.7 Vocabulary: Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.2.AOR.7.1a Use information from the whole text to provide context to determine the meaning of unfamiliar words and multiple-meaning words.

ELA.2.AOR.7.1b Use reference materials to build and integrate background knowledge.

AOR.8 Vocabulary: Morphology | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.2.AOR.8.1 Identify and use phonic patterns and inflectional morphemes that change the spelling of the base word, and identify grade-appropriate prefixes to extract meaning.

> *Indicator Insight:*
> ELA.2.AOR.8.1 Inflectional morphemes (that may/may not change the spelling base word) at this level can include -s, -es, -ing, -ed, -ful, -er, -est. Prefixes at this level include *re-, pre-,* and *un-*.

R.1 Investigating and Refining Knowledge | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.2.R.1.1a Ask and answer questions to narrow or broaden thinking.
ELA.2.R.1.1b Organize information from a provided source.

Indicator Insights:
ELA.2.R.1.1a Narrowing a topic means asking exploratory questions for the purpose of focusing and refining research. Broadening means exploring a topic for the purpose of expanding thinking.
ELA.2.R.1.1b Refer to ELA.C.2 and C.7 for indicator insights related to organization.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.
ELA.2.C.1.1 Write opinion pieces about a topic including supporting reasons, transitional words, and a concluding statement.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.
ELA.2.C.2.1 Write informative/explanatory pieces that introduce a topic, use facts, transitions, and provide a concluding statement.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.
ELA.2.C.3.1 Write narratives detailing character(s), setting, sequenced events, temporal words to signal event order, and provide a sense of ending.

> *Indicator Insights:*
> ELA.2.C.3.1 Sequence is a specific order of events or steps of a process; temporal (chronological) order refers to order in terms of time or occurrence.
> Narratives at this level can include details about characters (thoughts, actions, feelings) and setting (time, place, detailed description).

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.2.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:*
> ELA.2.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix E.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
ELA.2.C.6.1 Print all upper- and lowercase letters and use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.

ELA.2.C.7.1a Present information orally to demonstrate an understanding of a topic using a logical sequence, nonverbal cues, appropriate volume, and clear pronunciation.

ELA.2.C.7.1b Identify and use digital tools to produce multimedia texts with support from adults.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.

ELA.2.C.8.1a Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions.

ELA.2.C.8.1b Consider the ideas of others by restating what they say during conversations.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.

ELA.2.C.9.1 Identify a speaker's opinion and at least one supporting reason.

Third Grade ELA Standards

"There are many little ways to enlarge your child's world. Love of books is the best of all."
Jacqueline Kennedy

In third grade, foundational reading skills are still a focus with reading comprehension becoming the primary focus. In addition to identifying elements of literary and informational text, students are now beginning to explain how those elements function within a text. Third-grade students are beginning to write in cursive and are beginning to group related ideas and use transitions. Students are also learning how to refine questions for research and reflect upon the ideas of others during conversation.

By the end of third grade, students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they are reading texts such as chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they are reading personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they are adding haikus and examining the basic structures of poetry, drama, and narrative.

Additionally, students are reading a variety of informational texts in print and multimedia formats, to include essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They are also reading directions, maps, timelines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. Lastly, they are beginning to examine commercials, documentaries, and other forms of multimodal texts as provided by the teacher.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.

ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

> *Indicator Insight:*
> ELA.3.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.3.AOR.2.1 Explain an explicit theme and how it is developed by key details in a literary text.

ELA.3.AOR.2.2 Explain a stated central idea and how it is developed by supporting details in an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.3.AOR.3.1 Identify a narrator's perspective; explain different characters' points of view.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.

ELA.3.AOR.4.1 Determine and explain an author's purpose; identify an author's perspective on a topic.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.3.AOR.5.1 Compare and contrast the basic structure of a literary text to include narrative, drama, and poetry.

ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list, and/or cause and effect in an informational text.

ELA.3.AOR.5.3 Identify an author's claim and explain how an author uses reasons to support that claim in an informational text.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.

ELA.3.AOR.6.1 Summarize a text to enhance comprehension:

ELA.3.AOR.6.1a Include plot, theme, and key details for a literary text.

ELA.3.AOR.6.1b Use a central idea and supporting details for an informational text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.3.AOR.7.1a. Identify types of context clues to determine the meaning of multiple-meaning and unknown words and phrases.

ELA.3.AOR.7.1b Use reference materials to build and integrate background knowledge.

> *Indicator Insight:*
> ELA.3.AOR.7.1a Refer to Appendix G for context clues insight.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.3.AOR.8.1 Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to extract meaning.

> *Indicator Insights:*
> ELA.3.AOR.8.1 Prefixes at this level may include *dis-, super-, mis-, non-, in/im/ir-, anti-, de-, in-, en-, and em-*. Suffixes/derivational morphemes at this level may include *-er, -est, -ist, -er, -or, -less, and -ment, hood, ship, age, ish, ic, ity, ty, tion, cian, sion, cious, ive, an, ess, as, tial/cial*.

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.3.R.1.1a Ask and answer questions to narrow or broaden thinking about a topic for inquiry.
ELA.3.R.1.1b Group findings from a provided source.

Indicator Insights:
ELA.3.R1.1a Narrowing a topic means asking exploratory questions for the purpose of focusing and refining research. Broadening means exploring a topic for the purpose of expanding thinking.
ELA.3.R1.1b Refer to ELA.C.2 and C.7 for indicator insights related to organization.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.3.C.1.1 Write opinions about a topic, including reasons supported by details from a source(s), transitional words and phrases, and a concluding statement.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.3.C.2.1 Write informative texts that introduce a topic, use a sequenced structure with transitional words and phrases to link ideas, include facts, definitions, and/or details that are clearly related to the topic, and provide a concluding statement or section.

> *Indicator Insights:*
> ELA.3.C.2.1 Writing informative pieces progresses to writing informative texts which can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.3.C.3.1 Write narratives reflecting real or imagined experiences that develop a plot structure, use details about a character(s) and setting, transitional words and phrases, and provide an ending.

> *Indicator Insights:*
> ELA.3.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme. Plot structure development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions. In previous grades, transition words centered around temporal words (next, before). In third grade, general transitions are introduced, such as for example, especially, and additionally.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.3.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:*
> ELA.3.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.3.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
ELA.3.C.6.1 Write in cursive all upper- and lowercase letters.

> *Indicator Insight:*
> ELA.3.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.3.C.7.1a Present information orally to demonstrate an understanding of a topic using a logical sequence, nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.7.1b Identify and use digital tools to produce multimedia texts with support from adults.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.3.C.8.1a Enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas.
ELA.3.C.8.1b Consider and reflect upon the ideas expressed during conversations.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.

Fourth Grade ELA Standards

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

In fourth grade, reading comprehension is still a primary focus. Students in fourth grade are learning to make an important distinction between a narrator's point of view and characters' perspectives in literary text. Students are also continuing to identify organizational structures within informational text. Writing instruction increases with an emphasis on including logical reasons, sequencing, and developing an organizational structure. Students are studying plot and the ways in which it is impacted by other story elements, such as conflict. Students are also beginning to identify and explain implied themes and central ideas. In research, students are now determining which resources are valid.

By the end of fourth grade, students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they are reading types of text such as chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they are reading personal essays, autobiographical and biographical sketches, and speeches. Students are now reading a variety of types of poetry and are comparing and contrasting the structural elements of poetry, drama, and narrative texts.

Additionally, students are reading a variety of informational texts in print and multimedia formats, to include essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They are reading directions, maps, timelines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. Students are also examining commercials, documentaries, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.
ELA.4.AOR.1.2 Determine and explain how figurative language impacts meaning and contributes to the reader's experience.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.4.AOR.2.1 Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.
ELA.4.AOR.2.2 Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.4.AOR.3.1 Explain how point of view impacts the story; compare and contrast different characters' perspectives.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.4.AOR.4.1 Determine two or more authors' purposes with the same topic, and compare and contrast perspectives.

> *Indicator Insight:*
> ELA.4.AOR.4.1 When comparing and contrasting authors' perspectives, students will begin to build a foundation for recognizing author's bias, reliability, and credibility.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts to include events, chapters, scenes, and/or stanzas.

ELA.4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast in an informational text.

ELA.4.AOR.5.3 Explain an author's use of reasons and evidence to support a claim or claims in an informational text.

> *Indicator Insight:*
> ELA.4.AOR.5.2 Sequence is a specific order of events or steps of a process; chronological order refers to order in terms of time.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.

ELA.4.AOR.6.1 Summarize a text to enhance comprehension:

ELA.4.AOR.6.1a Include plot, theme, and relevant key details for a literary text;

ELA.4.AOR.6.1b Include a central idea and relevant supporting details for an informational text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.4.AOR.7.1a Use figurative language, types of context clues, reference materials, and/or background knowledge to identify the meaning of multiple-meaning unknown words and phrases.

ELA.4.AOR.7.1b Incorporate the use of word origins to support meaning.

> *Indicator Insights:*
> ELA.4.AOR.7.1a Refer to AOR.1.2 for figurative language insight. Refer to Appendix G for context clues insight.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.4.AOR.8.1 Identify and use Greek and Latin roots and more complex prefixes and suffixes to extract meaning.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.4.R.1.1a Generate a question about a topic for inquiry.
ELA.4.R.1.1b Conduct research.
ELA.4.R.1.1c Determine the credibility of a source.
ELA.4.R.1.1d Group related findings.

Indicator Insights:
ELA.4.R.1.1 Refer to ELA.C.2 and C.7 for indicator insights related to organization. Research should be guided by the teacher.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.4.C.1.1 Write arguments to make a claim about a topic by
    a. using reasons supported by facts from a credible source(s);
    b. logically grouping ideas using transitional words and phrases;
    c. and providing a concluding statement.

> *Indicator Insights:*
> ELA.4.C.1.1   Refer to AOR.5.3 for insight on argument and claim addressed in previous grade levels for application in writing at current grade level. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.4.C.2.1 Write informative texts that introduce a topic, group related information into paragraphs using transitional words and phrases to link ideas, include facts, definitions, details, and/or quotes to develop the topic, and provide a concluding statement or section.

> *Indicator Insights:*
> ELA.4.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Refer to AOR5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.4.C.3.1 Write narratives reflecting real or imagined experiences that establish a plot structure, introduce a narrator and characters, use dialogue, descriptions, sensory details, transitional words and phrases, and provide an ending.

> *Indicator Insights:*
> ELA.4.C.3.1 Refer to AOR2.1 for insight on key details and the development of theme. Plot structure development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.4.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:*
> ELA.4.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.4.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
ELA.4.C.6.1 Demonstrate fluent and legible cursive writing skills.

> *Indicator Insight:*
> ELA.4.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.4.C.7.1a Present information orally to demonstrate an understanding of a topic using a logical sequence, nonverbal cues, appropriate volume, and clear pronunciation.
ELA.4.C.7.1b Use digital tools to produce multimedia texts with support from peers and adults.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.4.C.8.1a Enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas.
ELA.4.C.8.1b Consider and reflect upon the ideas expressed during conversations.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.4.C.9.1 Identify and explain a speaker's claim(s) and supporting reasons and evidence.

Fifth Grade ELA Standards

"The whole world opened up to me when I learned to read."
Mary McCleod Bethune

Students entering fifth grade are beginning to develop critical thinking skills, problem-solving skills, and creativity. While reading comprehension is still a focus in fifth grade, analysis is beginning to emerge. In literary texts, students are beginning to analyze how story elements contribute to the plot; in informational texts, they are beginning to analyze an author's purpose. Writing is a focus as well.

Fifth-grade students are working to master the skills they have already learned. They are improving their organization, varying their transitions, and using elaboration effectively. In oral communications, students are beginning to evaluate a speaker's claims. In their own oral communications, students are working to consider and reflect upon the thoughts and ideas of others.

By the end of fifth grade, students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they are reading a variety of texts to include chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they are reading personal essays, autobiographical and biographical sketches, and speeches.

In the category of poetry, they are adding limericks and ballads, while focusing on how the structure of the poem impacts the meaning. Students are also reading a variety of informational texts in print and multimedia formats, such as essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They are reading directions, maps, timelines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. Students are also examining commercials, documentaries, plays, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.
ELA.5.AOR.1.2 Analyze how figurative language impacts meaning and contributes to the reader's experience.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.
ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.5.AOR.3.1 Explain how the author develops the perspective of a character(s) and the narrator.

> *Indicator Insight:*
> ELA.5.AOR.4.1 Perspective leads to irony in subsequent grades.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.5.AOR.4.1 Analyze an author's purpose and explain how that purpose is conveyed through the author's perspective.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.5.AOR.5.1 Explain how a sequence of events, chapters, scenes, and/or stanzas fit together to provide the structure of a literary text.
ELA.5.AOR.5.2 Determine and explain how text structures and/or features contribute to the overall meaning in an informational text.
ELA.5.AOR.5.3 Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.5.AOR.6.1a Summarize a text to enhance comprehension: Include plot and theme for a literary text.
ELA.5.AOR.6.1b Include a central idea and relevant supporting details for an informational text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.5.AOR.7.1a Use figurative language, types of context clues, reference materials, and/or background knowledge to identify the meaning of multiple-meaning words and phrases.
ELA.5.AOR.7.1b Incorporate the use of word origins to support meaning.
ELA.5.AOR.7.1c Identify the connotative and denotative meanings of words and phrases.

> *Indicator Insights:*
> ELA.5.AOR.7.1 Refer to AOR1.2 for figurative language insight. Refer to Appendix G for context clues insight.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.5.AOR.8.1 Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

> *Indicator Insights:*
> ELA.5.AOR.8.1 Prefixes at this level may include *dis-, super-, mis-, non-, in/im/ir-, anti-, de-, in-, en-,* and *em-.* Suffixes/derivational morphemes at this level may include -*er, -est, -ist, -er, -or, -less,* and -*ment, hood, ship, age, ish, ic, ity, ty, tion, cian, sion, cious, ive, an, ess, as, tial/cial.*

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.5.R.1.1a Generate a question(s) about a topic for inquiry.
ELA.5.R.1.1b Conduct research.
ELA.5.R.1.1c Determine the credibility of one or more sources consulted.
ELA.5.R.1.1d Logically group related findings.

Indicator Insights:
ELA.5.R.1.1 Refer to ELA.C.2 and C.7 for indicator insights related to organization. Research should be guided by the teacher.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.5.C.1.1 Write arguments to make a claim about a topic by

     a. using reasons supported by facts from a credible source(s);

     b. logically grouping ideas using transitional words and phrases;

     c. and providing a concluding statement or section.

Indicator Insights:
ELA.5.C.1.1 Perspective is introduced in writing in grade five but was introduced in reading in grade three. An organizational structure includes an introductory statement or section, developed ideas, and a concluding statement or section. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level. Refer to AOR.5.3 for insight on argument and claim addressed in previous grade levels for application in writing at the current grade level.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.5.C.2.1 Write informative texts to explain information from one or more sources, logically group related information into paragraphs with transitional words and phrases to link ideas, include facts, definitions, details, and/or quotes, and provide a concluding statement or section.

Indicator Insights:
ELA.5.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.5.C.3.1 Write narratives reflecting real or imagined experiences that establish a plot structure, introduce and develop a narrator and characters, use dialogue, precise words, descriptive language, sensory details, transitional words and phrases, and provide an ending.

> *Indicator Insights:*
> ELA.5.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme. Plot structure development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.

ELA.5.C.4.1 Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:*
> ELA.5.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

ELA.5.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.

ELA.5.C.6.1 Demonstrate fluent and legible cursive writing skills.

> *Indicator Insight:*
> ELA.5.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.

ELA.5.C.7.1a Present information orally to demonstrate an understanding of the subject, using a logical sequence, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.5.C.7.1b Use digital tools to produce multimedia texts with support from peers and adults.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respecting diverse perspectives.

ELA.5.C.8.1a Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, and pose and responds to questions to clarify thinking, and express new ideas.

ELA.5.C.8.1b Consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.

ELA.5.C.9.1 Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.

Sixth Grade ELA Standards

"The beautiful thing about learning is that no one can take it away from you."
B.B. King

Students entering sixth grade are developing critical thinking skills, problem-solving skills, and creativity. Sixth-grade students should be reading longer texts and making inferences, while beginning to analyze how an author's choices impact meaning in various types of print and multimodal texts. Sixth-grade students are using details and reasons to develop their own writings, while learning how to trace arguments and claims in the writing of others.

Sixth-grade students are learning how to communicate appropriately to a variety of audiences. They are also developing their written and verbal skills to express their ideas clearly while participating in academic discussions. Lastly, students are beginning to develop their abilities to evaluate claims and reasoning in a variety of multimodal texts.

By the end of sixth grade, students are reading a wide range of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, tall tales, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students are also examining documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.6.AOR.1.1 Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.

ELA.6.AOR.1.2 Explain how figurative language impacts mood, tone, and meaning.

> *Indicator Insights:*
> ELA.6.AOR.1.1 Descriptive details refer to sensory details; i.e., the way something looks, smells, tastes, sounds, and/or feels. ELA.6.AOR.1.2 In grade five, students analyzed how figurative language impacts meaning. Grade six adds mood and tone to the list of content, so the skill steps back into explain before rebuilding to analysis with the new content.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.6.AOR.2.1 Analyze how key details contribute to the development of a theme(s) over the course of a literary text.

ELA.6.AOR.2.2 Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.6.AOR.3.1 Determine and explain the impact of multiple narrators or shifts in point of view and/or perspective.

> *Indicator Insight:*
> ELA.6.AOR.3.1 Perspective leads to irony
> in subsequent grades.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.

ELA.6.AOR.4.1 Analyze an author's purpose in multiple accounts of the same event or topic.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.6.AOR.5.1 Explain how a sequence of events, chapters, scenes, or stanzas contribute to the development of a literary text.

ELA.6.AOR.5.2 Analyze how text structure(s) and/or text features impact meaning in an informational text.

ELA.6.AOR.5.3 Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos in an informational text.

> *Indicator Insight:*
> ELA.6.AOR.5.3 Refer to Appendix H for rhetoric support. The types of reasoning are inductive, deductive, and causal.

AOR.6 Summarizing and Paraphrasing | Summarize and paraphrase text to support understanding.
ELA.6.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 Vocabulary: Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.6.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

> *Indicator Insight:*
> ELA.6.AOR.7.1 Word relationships include similarities and differences between words, common contexts where the word may appear, words that may be easily confused for the word, synonyms and antonyms, multiple meanings of the word (as appropriate).

AOR.8 Vocabulary: Morphology | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.6.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.6.R.1.1a Generate a research question.
ELA.6.R.1.1b Conduct research to refine the scope of the research question.
ELA.6.R.1.1c Determine the credibility of one or more sources consulted.
ELA.6.R.1.1d Determine which source(s) is relevant to the purpose and organize findings.

> *Indicator Insight:*
> ELA.6.R.1.1 Refer to ELA.C.2 and C.7 for indicator insights related to organization.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.6.C.1.1 Write arguments to support a claim about a topic by

ELA.6.C.1.1a using logical reasoning supported by facts and/or data as evidence from a credible source(s);

ELA.6.C.1.1b acknowledging an alternative perspective;

ELA.6.C.1.1c using an organizational structure with transitional words and phrases to link ideas;

ELA.6.C.1.1 d and providing a concluding statement or section.

> *Indicator Insights:*
> ELA.6.C.1.1 Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level. A logical organizational structure includes an introductory statement or section, developed ideas, and a concluding statement or section.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.6.C.2.1 Write informative texts to analyze and explain information from one or more sources using an organizational structure with transitional words and phrases to link ideas, relevant supporting details, and precise language.

> *Indicator Insights:*
> ELA.6.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an "organizational structure" that best fits the task. Relevant supporting details include facts, definitions, and quotes. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.6.C.3.1 Write narratives reflecting real or imagined experiences using relevant details, precise words and phrases, dialogue, transitions, and figurative language.

> *Indicator Insight:*
> ELA.6.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.6.C.4.1 Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:*
> ELA.6.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.6.C.5.1 Improve writing by planning, revising, editing, considering feedback from adults and peers, and revising for clarity of content.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
 This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.6.C.7.1 a Present information orally to demonstrate an understanding of the subject, using a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
ELA.6.C.7.1b Use digital tools to produce multimedia texts.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.6.C.8.1a Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, and pose and respond to questions to clarify thinking, and express new ideas.
ELA.6.C.8.1b Consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.6.C.9.1a Determine the effectiveness of a speaker's argument and specific claims, distinguishing substantiated claims from unsubstantiated claims.
ELA.6.C.9.1b Determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience.

Seventh Grade ELA Standards

"Good teaching is more a giving of right questions than a giving of right answers."
Josef Albers

Students entering seventh grade are developing critical thinking skills, problem-solving skills, and creativity. Seventh-grade students should be reading closely from a variety of rich and challenging texts. They are making inferences about and beginning to analyze how an author's choices impact meaning in various types of print and multimodal texts.

Seventh-grade students are improving their writing abilities and techniques to communicate with a variety of audiences. They are also developing their written and verbal skills to express their ideas clearly while participating appropriately in academic discussions. Lastly, students should be developing their abilities to evaluate claims and reasoning in a variety of multimodal texts.

By the end of seventh grade, students are reading a wide range of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, chapter books, contemporary fiction, science fiction, myths, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students are also examining documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.7.AOR.1.1 Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
ELA.7.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning.

> *Indicator Insight:*
> ELA.7.AOR.1.1 Descriptive details refer to sensory details; i.e., the way something looks, smells, tastes, sounds, and/or feels.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.7.AOR.2.1 Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).
ELA.7.AOR.2.2 Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.7.AOR.3.1 Analyze how an author uses point(s) of view to develop and contrast perspectives of different characters and/or the narrator.

> *Indicator Insight:*
> ELA.7.AOR.1.1 Perspective leads to irony in subsequent grades.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.7.AOR.4.1 Determine an author's perspective, and analyze how purpose is conveyed through that perspective.

> *Indicator Insight:*
> ELA.7.AOR.4.1 Author's bias influences perspective and reliability.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.7.AOR.5.1 Analyze how a sequence of events, chapters, scenes, or stanzas contribute to the development of a literary text.

ELA.7.AOR.5.2 Explain how text structure(s) and/or text features impact the author's purpose in an informational text.

ELA.7.AOR.5.3 Trace the development of an author's argument while explaining the types of reasoning used and/or the rhetorical appeal of pathos, logos, or ethos in an informational text.

> *Indicator Insights:*
> Refer to Appendix H for rhetoric support.
> The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.

ELA.7.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.7.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.7.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.7.R.1.1a Generate and refine a research question(s) to make it relevant to the purpose.

ELA.7.R.1.1b Conduct research to refine the scope of inquiry.

ELA.7.R.1.1c Determine the credibility of one or more sources consulted.

ELA.7.R.1.1d Determine which source(s) is relevant to the purpose and organize findings.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.7.C.1.1 Write arguments to support a claim about a topic by:

ELA.7.C.1.1a using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);

ELA.7.C.1.1b acknowledging a counterclaim;

ELA.7.C.1.1c using an organizational structure with varied transitions to link ideas;

ELA.7.C.1.1d and providing a concluding statement or section.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.7.C.2.1 Write informative texts to analyze and explain information from multiple sources using an organizational structure with appropriate and varied transitions, relevant supporting details, elaboration, and precise language.

> *Indicator Insights:*
> ELA.7.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an "organizational structure" that best fits the task. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level. Thoughtful elaboration is the original thinking and voice of the writer.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.7.C.3.1 Write narratives reflecting real or imagined experiences using a clear point of view, relevant details, precise words and phrases, dialogue and thoughts, transitions, and figurative language to create mood.

> *Indicator Insight:*
> ELA.7.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.7.C.4.1 Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insights:*
> ELA.7.C.4.1 Decisions regarding conventions can be intentional; for example, using a sentence fragment for rhetorical effect is acceptable. Refer to Appendix F for Convention Progression Matrix for more information.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.7.C.5.1 Improve writing by planning and editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
 This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.7.C.7.1a Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
ELA.7.C.7.1b Use digital tools to produce multimedia texts for a variety of audiences.

> *Indicator Insight:*
> ELA.7.C.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.7.C.8.1a Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others and when necessary, modify personal ideas.
ELA.7.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.7.C.9.1a Determine the effectiveness of a speaker's argument and specific claims, evaluating the relevance of the evidence.
ELA.7.C.9.1b Analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.

Eighth Grade ELA Standards

"Once children learn how to learn, nothing is going to narrow their minds. The essence of teaching is to make learning contagious, to have one idea spark another."
Marva Collins

Students entering eighth grade are developing critical thinking skills, problem-solving skills, and creativity. Eighth-grade students should be reading a variety of rich and challenging texts, closely, proficiently, and independently. They should also be able to demonstrate the ability to analyze how an author's choices impact meaning in various types of print and multimodal texts.

Eighth- grade students are improving their writing abilities and techniques to communicate with multiple audiences. They are also developing their written and verbal skills to express their ideas clearly and appropriately while participating in academic discussion. Lastly, students should be developing their abilities to evaluate the validity and credibility of a variety of multimodal texts.

By the end of eighth grade, students are reading a wide range of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, chapter books, contemporary fiction, science fiction, myths, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students are also examining documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.8.AOR.1.1 Analyze how key elements contribute to the meaning of the text as a whole.

ELA.8.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.

> *Indicator Insight:*
> ELA.8.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.8.AOR.2.1 Analyze how key details contribute to the development of two or more themes within and across literary texts.

ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.

> *Indicator Insight:*
> ELA.8.AOR.2.1 and 2.2 "Within and across texts" can refer to one or more texts.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.8.AOR.3.1 Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.

ELA.8.AOR.4.1 Analyze an author's perspective; determine how an author uses rhetoric to advance the purpose.

> *Indicator Insights:*
> ELA.8.AOR.4.1 Refer to AOR.5.3 and Appendix H for rhetoric support. Author's bias influences perspective and reliability.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.8.AOR.5.1a Determine and explain how the structure of a literary text contributes to meaning and style.

ELA.8.AOR.5.1b Determine and explain how an author's use of words, phrases, and/or ordering of events creates foreshadowing, flashback, or suspense.

ELA.8.AOR.5.2 Analyze how text structure(s) and/or text features impact the author's purpose and/or meaning in an informational text.

ELA.8.AOR.5.3 Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.

> *Indicator Insights:*
> ELA.8.AOR.5.3 Refer to Appendix H for rhetoric support.
> The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.

ELA.8.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.8.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.8.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.8.R.1.1a Generate and answer a relevant research question(s).

ELA.8.R.1.1b Conduct research to refine the scope of inquiry as relevant to the purpose.

ELA.8.R.1.1c Analyze the credibility of sources while determining which ones are relevant to the purpose.

ELA.8.R.1.1d Organize findings.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.
ELA.8.C.1.1 Write arguments to support a claim(s) about a topic by:
ELA.8.C.1.1a using logical reasoning supported by facts, data, statistics, and/or quotes from a variety of credible sources;
ELA.8.C.1.1b acknowledging and refuting a counterclaim(s) with relevant evidence;
ELA.8.C.1.1c using a logical organizational structure with varied transitions;
ELA.8.C.1.1d and providing a concluding statement or section.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.
ELA.8.C.2.1 Write informative texts to analyze and explain information from multiple sources, using an organizational structure with appropriate and varied transitions, relevant supporting details, thoughtful elaboration, precise language, and a tone appropriate to the task.

> *Indicator Insights:*
> ELA.8.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an "organizational structure" that best fits the task. Refer to AOR.5.2 for insight on text structures addressed in previous grade levels for application in writing at current grade level. Refer to AOR.1.2 for insight on tone. Thoughtful elaboration is the original thinking and voice of the writer.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.
ELA.8.C.3.1 Write narratives reflecting real or imagined experiences using a clear point of view, relevant details, precise words and phrases, dialogue and thoughts, varied transitions, and figurative language to create mood and/or tone.

> *Indicator Insight:*
> ELA.8.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.8.C.4.1 Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.

> *Indicator Insight:* Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.8.C.5.1 Improve writing by planning and editing while considering feedback from adults and peers, and revising for clarity and cohesiveness.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
 This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.8.C.7.1
 a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
 b. Use a variety of digital tools and multimedia elements to produce multimedia texts for a variety of audiences.

> *Indicator Insight:*
> ELA.8.C.7.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.8.C.8.1a Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas.
ELA.8.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.8.C.9.1a Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.
ELA.8.C.9.1b Analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.

English 1 Standards

"An investment in knowledge always pays the best interest."
Ben Franklin

Students entering English 1 are further developing critical thinking skills, problem-solving skills, and creativity. English 1 students should be closely reading a variety of rich and challenging texts. They should also be able to demonstrate the ability to analyze the structure and techniques of various types of print and multimodal texts.

English 1 students are improving their writing abilities and techniques to communicate with multiple audiences. They are also developing and refining their written and verbal skills to express their ideas clearly and appropriately while participating in academic discussions. Students should be developing their abilities to evaluate the validity and credibility of a variety of multimodal texts.

By the end of English 1, students are reading fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, historical fiction, contemporary fiction, myths, epics, monologues, autobiographical and biographical sketches, and graphic novels.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to, research reports, political and social essays, historical speeches, news articles, journals, reviews, persuasive brochures and advertisements, directions, and schedules. Students are also examining documentaries, podcasts, commercials, visual performances, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or style.

ELA.E1.AOR.1.2 Analyze how figurative language impacts, mood, tone, and meaning in a text(s); explain an author's use of allusion.

> *Indicator Insights:*
> ELA.E1.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.
> ELA.E1.AOR.1.2 In grade eight, students explained the use of symbolism. In English 1, allusion becomes part of figurative language.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.

ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.E1.AOR.3.1 Analyze how points of view and/or perspectives create effects to include situational irony, suspense, and/or dramatic irony.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.

ELA.E1.AOR.4.1 Analyze an author's perspective or purpose, and explain how an author uses rhetoric to advance the purpose.

> *Indicator Insight:*
> ELA.E1.AOR.4.1 Refer to Appendix H for rhetoric support.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.E1.AOR.5.1a Analyze how the structure of a literary text contributes to meaning and style.

ELA.E1.AOR.5.1b Analyze how an author uses words, phrases, and/or ordering of events to create mystery, tension, foreshadowing, flashback, and/or suspense.

ELA.E1.AOR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.

ELA.E1.AOR.5.3 Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.

> *Indicator Insight:*
> ELA.E1.AOR.5.3 Refer to Appendix H for rhetoric support. The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.

ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

ELA.E1.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

ELA.E1.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.E1.R.1.1a Generate and answer a relevant research question(s).
ELA.E1.R.1.1b Conduct research to refine the scope of inquiry as relevant to the purpose.
ELA.E1.R.1.1c Analyze the credibility of sources while determining which ones are relevant to the purpose
ELA.E1.R.1.1d Logically organize findings.

Indicator Insights:
ELA.E1.R.1.1 While the indicator requires that students consult multiple sources, there is no requirement to use every source they consult. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to Appendix I for research support.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.E1.C.1.1 Write arguments to support a claim(s) about a topic by:

ELA.E1.C.1.1a using valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the subject;

ELA.E1.C.1.1b acknowledging and refuting at least one counterclaim with relevant evidence;

ELA.E1.C.1.1c using a logical organizational structure with varied transitions;

ELA.E1.C.1.1d establishing a formal and objective tone;

ELA.E1.C.1.1e and providing a concluding statement that supports the established position.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.E1.C.2.1 Write informative texts to analyze and explain information from multiple sources using a logical organizational structure that complements the purpose, appropriate and varied transitions, relevant supporting details and commentary, and a tone and voice appropriate to the task and audience.

> *Indicator Insights:*
> ELA.E1.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an "organizational structure" that best fits the task. Refer to AOR.1.2 for insight on tone.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.E1.C.3.1 Write narratives reflecting real or imagined experiences using a clear point of view, intentional pacing, and diction to create mood, and/or tone.

> *Indicator Insights:*
> ELA.E1.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme. Pacing refers to the speed at which a story unfolds and the rise and fall of events; intentional pacing is essential because it informs the flow of a successful narrative.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.

ELA.E1.C.4.1 Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

> *Indicator Insight:*
> ELA.C.4.1 Refer to the "Grammar and Conventions Matrix" in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

ELA.E1.C.5.1 Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to improve clarity and cohesiveness.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
  This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.

ELA.E1.C.7.1a Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.

ELA.E1.C.7.1b Use online platforms to create and export multimedia texts for publication that integrate multimedia elements to engage a variety of audiences.

> *Indicator Insight*:
> ELA.E1.C.7.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.

ELA.E1.C.8.1a Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas.

ELA.E1.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.

ELA.E1.C.9.1a Analyze the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.

ELA.E1.C.9.1b Evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.

English 2 Standards

"I am not a teacher, but an awakener."
Robert Frost

Students entering English 2 are beginning to refine critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts. They should also be able to demonstrate the ability to analyze the structure and techniques of various types of print and multimodal texts.

English 2 students must be able to use a variety of writing skills and techniques to communicate with multiple audiences. They should also be able to use written and verbal skills to express their ideas clearly and appropriately while taking part in partner and group discussions. Students should continue developing their abilities to evaluate the validity and credibility of a variety of multimodal texts.

By the end of English 2, students are reading fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, historical fiction, contemporary fiction, myths, monologues, autobiographical and biographical sketches, and graphic novels.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to, research reports, scientific reports, political and social essays, historical speeches, news articles, journals, reviews, persuasive brochures, directions, and schedules. Students are also examining documentaries, visual performances, podcasts, commercials, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or style within and across texts.
ELA.E2.AOR.1.2 Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.

> *Indicator Insights:*
> ELA.E2.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. "Within and across texts" can refer to one or more texts.
> ELAE2.AOR.1.2 In English 1 students explained the use of allusion. In English 2, allusion becomes part of figurative language.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.E2.AOR.2.1 Analyze the development of universal themes across literary texts from different times and/or places.
ELA.E2.AOR.2.2 Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

> *Indicator Insight*:
> ELA.E2.AOR.2.2 Not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.E2.AOR.3.1 Analyze how points of view and/or perspectives create effects to include verbal, dramatic, and/or situational irony.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.E2.AOR.4.1 Analyze an author's perspective and/or purpose and how an author uses rhetoric to advance the purpose.

> *Indicator Insight:*
> ELA.E2.AOR.4.1 Refer to Appendix H for rhetoric support.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.E2.AOR.5.1 Analyze how an author uses words, phrases, and/or ordering of events to impact meaning and style in a literary text.
ELA.E2.AOR.5.2 Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
ELA.E2.AOR.5.3 Compare how two authors with opposing views develop arguments in informational text; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

> *Indicator Insight:*
> ELA.E2.AOR.5.3 Refer to Appendix H for rhetoric support. The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.E2.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.E2.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.E2.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.E2.R.1.1a Conduct research using a variety of sources to answer a self-generated question(s).
ELA.E2.R.1.1b Refine the scope of inquiry as relevant to the purpose.
ELA.E2.R.1.1c Analyze the credibility of sources while determining which ones are relevant to the purpose.
ELA.E2.R.1.1d Logically organize findings as relevant to the purpose.

Indicator Insights:
ELA.E2.R.1.1 While the indicator requires that students consult multiple sources, there is no requirement to use every source they consult. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to Appendix I for research support.

C.1 Argumentative Writing | Write arguments to support claims with clear reasons and relevant evidence.

ELA.E2.C.1.1 Write arguments to support a claim(s) about a topic by:

ELA.E2.C.1.1a using valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the subject;

ELA.E2.C.1.1b acknowledging and refuting at least one counterclaim with relevant evidence;

ELA.C2.C.1.1c using a logical organizational structure with purposeful transitions;

ELA.C2.C.1.1d establishing a formal tone appropriate to the audience and task;

ELA.C2.C.1.1e and providing a concluding statement that supports the established position.

> *Indicator Insights:*
> ELA.E3.C.1.1 Refer to AOR.5.3 for insight on evaluating and critiquing multiple arguments.

C.2 Informative/Expository Writing | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.E2.C.2.1 Write informative texts to analyze and explain information from multiple sources using an organizational structure that logically complements the purpose, appropriate and varied sentence structure and transitions, relevant supporting details and commentary, and a tone and voice appropriate to the task and audience.

> *Indicator Insights:*
> ELA.E2.C.2.1 Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an "organizational structure" that best fits the task. Refer to AOR.1.2 for insight on tone.

C.3 Narrative Writing | Write narratives to develop real or imagined experiences using effective techniques.

ELA.E2.C.3.1 Write narratives reflecting real or imagined experiences using a clear point of view, effective pacing, and diction to create mood, tone, and/or tension.

> *Indicator Insights:*
> ELA.E2.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme.
> Tension involves suspense and mystery.
> Pacing refers to the speed at which a story unfolds and the rise and fall of events; effective pacing is essential because it informs the flow of a successful narrative.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.E2.C.4.1 Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

> *Indicator Insight:*
> ELA.C2.C.4.1 Refer to the Grammar and Conventions Matrix in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.E2.C.5.1 Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance clarity and style appropriate to audience, purpose, and task.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
  This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.E2.C.7.1a Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
ELA.E2.C.7.ab Use online platforms to create and export multimedia texts for publication that integrate multimedia elements to engage a variety of audiences.

> *Indicator Insight:*
> ELA.E2.C.7.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.E2.C.8.1a Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas.
ELA.E2.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.E2.C.9.1.1a Analyze the effectiveness and validity of a speaker's argument and supporting evidence, while identifying any logical fallacies and biases that may be present.
ELA.E2.C.9.1.1b Evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.

English 3 Standards

"The mind once enlightened cannot again become dark." Thomas Paine

Students entering English 3 are demonstrating and refining critical thinking skills and problem-solving skills. English 3 students should be proficient readers, writers, and communicators. Students should be writing a variety of well-structured compositions, including research papers, narratives, argumentative papers, and literary analyses.

English 3 students should be able to analyze and evaluate the structure, tone, and techniques of various types of print and multimodal texts. Students in English 3 should be refining written and verbal skills to express their ideas clearly and appropriately while taking part in individual and group discussions. Students should be refining their abilities to evaluate the validity and credibility of a variety of multimodal sources.

By the end of English 3, students are reading fiction, literary nonfiction, poetry, and drama. This includes, but is not limited to, historical fiction, contemporary fiction, myths, allegories, parodies, monologues, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to, research reports, scientific reports, political and social essays, historical speeches, news articles, journals, reviews, government documents, instruction manuals, and editorials. Students are also examining documentaries, visual performances, podcasts, commercials, infographics, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
ELA.E3.AOR.1.1 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
ELA.E3.AOR.1.2 Evaluate an author's use of figurative language within and across texts.

> *Indicator Insights:*
> ELA.E3.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. "Within and across texts" can refer to one or more texts.
> ELA.E3.AOR.1.2 English 3 advances from analyzing how figurative language impacts the meaning in text to how an author uses figurative language. "Within and across texts" can refer to one or more texts.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.
ELA.E3.AOR.2.1 Evaluate the development of universal themes across literary texts from different times and/or places.
ELA.E3.AOR.2.2 Analyze the development of similar central ideas across historical speeches or essays from different times and/or places.

> *Indicator Insights:*
> ELA.E3.AOR.1.2 Not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.
ELA.E3.AOR.3.1 Evaluate how points of view and/or perspectives shape style and meaning within and across texts.

> *Indicator Insight:*
> ELA.E3.AOR.3.1 "Within and across texts" can refer to one or more texts.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.E3.AOR.4.1 Evaluate an author's perspective and/or purpose and how an author uses rhetoric to shape style and meaning.

>*Indicator Insight:*
>ELA.E3.AOR.4 Refer to Appendix H for rhetoric support.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.E3.AOR.5.1 Analyze how an author uses words, phrases, and text structure to create effects and contribute to the overall meaning in a literary text.
ELA.E3.AOR.5.2 Evaluate the text structures and features within an informational text; analyze how an author could make the text more effective.
ELA.E3.AOR.5.3 Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.

>*Indicator Insights:*
>ELA.E3.AOR.5.3 Refer to Appendix H for rhetoric support. The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.E3.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.E3.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.E3.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.
ELA.E3.R.1.1a Conduct research using a variety of sources.
ELA.E3.R.1.1b Refine the scope of inquiry as relevant to the purpose.
ELA.E3.R.1.1c Evaluate the credibility of sources while determining which ones are relevant to the purpose.
ELA.E3.R.1.1d Logically organize findings as relevant to the purpose.

Indicator Insights:
ELA.E3.R.1.1 While the indicator requires that students consult multiple sources, there is no requirement to use every source they consult. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to Appendix I for research support.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.E3.C.1.1 Write arguments to support claims based on an in-depth analysis of a topic by:
ELA.E3.C.1.1a using valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
ELA.E3.C.1.1b considering and refuting counterclaims with relevant evidence;
ELA.E3.C.1.1c using a logical organizational structure with purposeful transitions;
ELA.E3.C.1.1d maintaining a formal and objective tone appropriate to the task and audience;
ELA.E3.C.1.1e and providing a conclusion that supports the established position.

> *Indicator Insights:*
> ELA.E3.C.1.1 Refer to AOR.5.3 for insight on evaluating and critiquing multiple arguments.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.E3.C.2.1 Write informative/expository texts to analyze complex texts using logical organization and a tone and voice appropriate to the task and audience.

> *Indicator Insights:*
> ELA.E3.C.2.1 Layering in literary analysis as appropriate supports college-level coursework. Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an organizational structure that best fits the task.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.E3.C.3.1 Write narratives reflecting real or imagined experiences to establish multiple plot lines using a clear point(s) of view and/or perspective(s), effective pacing, and diction to create mood, tone, and/or tension.

> *Indicator Insights:*
> ELA.E3.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme. Tension involves suspense and mystery. Pacing refers to the speed at which a story unfolds and the rise and fall of events; effective pacing is essential because it informs the flow of a successful narrative.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.E3.C.4.1 Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

> *Indicator Insight:*
> ELA.E3.C.4.1 Refer to the Grammar and Conventions
> Matrix in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.E3.C.5.1 Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance clarity and style appropriate to audience, purpose, and task.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
  This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.E3.C.7.1a Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
ELA.E3.C.7.1b Create and share and/or publish multimedia texts through a range of digital formats to engage a variety of audiences.

> *Indicator Insight:*
> ELA.E3.C.7.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.E3.C.8.1a Engage in a range of collaborative conversations while effectively and respectfully responding to others while expressing ideas; build upon the ideas of others and respectfully disagree in various settings.
ELA.E3.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.E3.C.9.1a Evaluate the effectiveness and validity of a speaker's argument and supporting evidence, while analyzing any logical fallacies and biases that may be present.
ELA.E3.C.9.1b Evaluate and critique a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.

English 4 Standards

"A good head and a good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."
Nelson Mandela

Students entering English 4 should be able to demonstrate critical thinking skills, problem-solving skills, and creativity. English 4 students should be efficient readers, writers, and communicators and should communicate through a variety of modes to present ideas and information effectively. They should be able to demonstrate the ability to analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimodal texts.

English 4 students must be able to use a myriad of writing skills and techniques to communicate with a variety of audiences. Additionally, students entering English 4 should be able to express ideas clearly and appropriately while also effectively taking part in individual and group discussions. Students should be able to evaluate and critique the validity and credibility of a variety of multimodal texts.

By the end of English 4, students are reading fiction, literary nonfiction, poetry, and drama from across cultures and time periods. This includes, but is not limited to, myths, allegories, satires, contemporary fiction, memoirs, epics, graphic novels, and classical essays.

Additionally, students are reading expository, persuasive, and informational texts that include, but are not limited to, historical documents, research reports, historical essays, scientific essays, political essays, historical speeches, literary analyses, news articles, speeches, reviews, contracts, government documents, and business forms. Students are also examining documentaries, podcasts, commercials, infographics, visual performances, and other forms of multimodal texts.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix E.

Applications of Reading

AOR.1 <u>Literary Elements</u> | Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.E4.AOR.1.1 Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across text(s).

ELA.E4.AOR.1.2 Evaluate and critique an author's use of figurative language within and across texts.

> *Indicator Insights:*
> ELA.E4.AOR.1.1 Key elements can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.
> ELA.E4.AOR.1.1 and 1.2 "Within and across texts" can refer to one or more texts.

AOR.2 <u>Theme and Central Idea</u> | Evaluate and critique the development of themes and central ideas within and across texts.

ELA.E4.AOR.2.1 Evaluate and critique the development of universal themes across literary texts from different times, places, and/or cultures.

ELA.E4.AOR.2.2 Evaluate and critique the development of similar central ideas across historical speeches or essays from different times, places, and/or cultures.

> *Indicator Insight:*
> ELA.E4.AOR.2.2 Not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

AOR.3 <u>Point of View and Perspective in Literary Texts</u> | Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.E4.AOR.3.1 Evaluate and critique how points of view and/or perspectives shape style and meaning within and across texts.

> *Indicator Insight:*
> ELA.E4.AOR.3.1 "Within and across texts" can refer to one or more texts.

AOR.4 <u>Perspective and Purpose in Informational Texts</u> | Evaluate and critique how an author's choice of perspective and purpose shape style and meaning within and across informational texts.
ELA.E4.AOR.4.1 Evaluate and critique an author's perspective and/or purpose and how an author uses rhetoric to shape style and meaning.

> *Indicator Insight:*
> ELA.E4.AOR.4.1 Refer to Appendix H for rhetoric support.

AOR.5 <u>Text Structure</u> | Evaluate and critique how an author uses words, phrases, and text structures to craft text.
ELA.E4.AOR.5.1 Evaluate and critique how an author uses words, phrases, and text structure to create effects and contribute to the overall meaning in a literary text.
ELA.E4.AOR.5.2 Evaluate and critique text structures and features within an informational text, and how an author could make the text more effective.
ELA.E4.AOR.5.3 Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information.

> *Indicator Insight:*
> ELA.E4.AOR.5.3 Refer to Appendix H for rhetoric support. The types of reasoning are inductive, deductive, and causal.

AOR.6 <u>Summarizing and Paraphrasing</u> | Summarize and paraphrase text to support understanding.
ELA.E4.AOR.6.1 Summarize and/or paraphrase content from grade-level text.

AOR.7 <u>Vocabulary: Context and Connotation</u> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
ELA.E4.AOR.7.1 Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.

AOR.8 <u>Vocabulary: Morphology</u> | Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
ELA.E4.AOR.8.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.

Research

R.1 <u>Investigating and Refining Knowledge</u> | Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

ELA.E4.R.1.1a Conduct research using a variety of sources.

ELA.E4.R.1.1b Refine the scope of inquiry as relevant to the purpose.

ELA.E4.R.1.1c Evaluate the credibility of sources while determining which ones are relevant to the purpose.

ELA.E4.R.1.1d Synthesize and organize findings as relevant to the purpose.

> *Indicator Insights:*
> ELA.E4.R.1.1 While the indicator requires that students consult multiple sources, there is no requirement to use every source they consult. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to Appendix I for research support.

C.1 <u>Argumentative Writing</u> | Write arguments to support claims with clear reasons and relevant evidence.

ELA.E4.C.1.1 Write arguments to support claims based on an in-depth analysis of a topic by:

ELA.E4.C.1.1a using valid reasoning and relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;

ELA.E4.C.1.1b considering counterclaims and refuting with relevant evidence;

ELA.E4.C.1.1c using a logical organizational structure;

ELA.E4.C.1.1d maintaining a formal and objective tone appropriate to the task and audience;

ELA.E4.C.1.1e and providing a conclusion that synthesizes the information and supports the established position.

> *Indicator Insights:*
> ELA.E4.C.1.1 Refer to AOR.5.3 for insights on evaluating and critiquing multiple arguments.

C.2 <u>Informative/Expository Writing</u> | Write informative/expository texts to analyze and explain complex ideas and information.

ELA.E4.C.2.1 Write informative/expository texts to analyze complex texts and explain complex ideas using logical organization and a tone and voice appropriate to the task and audience.

> *Indicator Insights:*
> ELA.E4.C.2.1 Layering in literary analysis as appropriate supports college-level coursework. Informative texts can include but is not limited to essays, brochures, pamphlets, projects, and infographics. Students should use an organizational structure that best fits the task.

C.3 <u>Narrative Writing</u> | Write narratives to develop real or imagined experiences using effective techniques.

ELA.E4.C.3.1 Write narratives reflecting real or imagined experiences to establish multiple plot lines using a clear point(s) of view and/or perspective(s), and a variety of techniques to create mood, tone, and/or tension.

> *Indicator Insight:*
> ELA.E4.C.3.1 Refer to AOR.2.1 for insight on key details and the development of theme.

C.4 <u>Grammar and Conventions</u> | Demonstrate command of standard English grammar and conventions when writing.
ELA.E4.C.4.1 Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

> *Indicator Insight:*
> ELA.E4.C.4.1 Refer to the Grammar and Conventions Matrix in Appendix F.

C.5 <u>Improving Writing</u> | Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.
ELA.E4.C.5.1 Improve writing by considering feedback from adults, peers, and/or online editing tools while revising to enhance clarity and style appropriate to purpose and task.

C.6 <u>Handwriting</u> | Write independently and legibly for a variety of tasks and purposes.
  This standard is not addressed after fifth grade.

C.7 <u>Communicating Ideas</u> | Organize and communicate ideas through a range of formats to engage a variety of audiences.
ELA.E4.C.7.1a Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences.
ELA.E4.C.7.ab Create, share, and publish multimedia texts through a range of digital formats to engage a variety of audiences.

> *Indicator Insight:*
> ELA.E4.C.7.1 Refer to Appendix H for rhetoric support.

C.8 <u>Collaboration and Perspective</u> | Through collaboration, react and respond to information building upon the ideas of others while respective diverse perspectives.
ELA.E4.C.8.1a Engage in a range of collaborative conversations while effectively and respectfully responding to others while expressing ideas; build upon the ideas of others and respectfully disagree in various settings.
ELA.E4.C.8.1b Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

C.9 <u>Evaluating Ideas</u> | Evaluate and critique ideas and concepts interactively through listening and speaking.
ELA.E4.C.9.1a Evaluate one or more speaker's perspective(s) and stance(s), while critiquing diction, tone, supporting evidence, and any logical fallacies and biases that may be present.
ELA.E4.C.9.1b Evaluate and critique a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.

Appendix A: Overarching Expectations Progressions

This section provides insight into the progression of the Overarching Expectations.

The clarification column is intended to assist teachers with additional insight as they make decisions about developmental appropriateness and student needs.

ELA Expectation	Clarification
ELA.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods.	Students at each grade level should read and write independently for a variety of purposes and for extended periods of time. When reading, students should have opportunities to select appropriate texts for specific purposes. When writing, students should have opportunities to vary modes of expression to suit both audience and task. See the Text Complexity Document in Appendix B for insight into text complexity.
ELA.OE.2 Acquire, refine, and share knowledge through a variety of multimodal literacies to include written, oral, visual, digital, and interactive texts.	Twenty-first century students at each grade level should be presented with opportunities to engage with and produce multimodal texts to develop critical thinking skills through evaluating, drawing conclusions, and communicating new knowledge. **Grades K-2:** Ask and answer questions about modes of text outside of print-based text. This can include, but is not limited to, illustrations, photographs, videos, songs, and digital apps. **Grades 3-5:** Ask and answer questions about modes of text such as pictures, posters, and basic infographics. Locate and use print and digital resources with guidance and support. Create simple presentations using multimedia tools to support communication. Compare and contrast how ideas and topics are depicted in a variety of media and formats. Analyze the characteristics of a variety of multimodal texts. Create multimodal content that effectively communicates an idea using appropriate technology and media. **Grade 6-English 4:** Compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts. Analyze the impact of the selected media and formats on

ELA Expectation	Clarification
	meaning. Evaluate multimodal texts. Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.
ELA.OE.3 Make inferences to support comprehension.	Making inferences requires students to form an opinion from evidence and reach a fact-based conclusion. **Grades K-2:** In kindergarten and first grade, with guidance and support, students should begin asking and answering who, what, when, where, why, and how questions about developmentally appropriate complex text. Making predictions before and during reading are also initial steps towards inference. In second grade, students should continue asking and answering questions using explicit details from the text and begin using multiple inferences to draw conclusions. **Grades 3-5:** In third grade, students should begin using implicit details from text and making predictions before and during reading. With instructional support, students in third grade should be able to use implicit information from the text to make basic inferences. In grades three through five, students should refer to explicit and implicit information or details within a text to make and support inferences. **Grades 6-English 4:** With developmentally appropriate complex text, students in grades six through English 4 should refer to specific, sufficient, and relevant textual evidence to support inferences and conclusions.
ELA.OE.4 Collaborate with others and use active listening skills.	Active listening requires constant practice across all grade levels. **Grades K-2:** Students should practice taking turns when speaking and listen actively when others are speaking. **Grades 3-5:** Students should begin having collaborative conversations about their thinking around texts and topics. **Grade 6-English 4:** Students should continue engaging in collaborative conversations developing into academic conversations over time.

ELA Expectation	Clarification
	Academic conversations include listening to the thoughts and ideas of others, building on the ideas of others, explaining, and justifying thinking about a topic, supporting claims and counterclaims, and refining thinking about a topic.
ELA.OE.5 Cite evidence to explain and justify reasoning.	Citing evidence is an important part of developing critical thinking skills because it requires students to explain how they know something and how they arrived at an answer. **Grades K-2:** With guidance and support, instruction at the kindergarten level should encourage students to include textual evidence in their oral communication that is relevant to the task, topic, and/or idea. Evidence can include, but is not limited to, simple details from a text. At this level, students are not expected to cite or name the text or source. In first grade, students are still learning how to cite relevant textual evidence in their oral communication while beginning to include textual evidence in their writing. In second grade, students should begin including the name of the text when citing evidence in their written and oral communication. **Grades 3-5:** In third grade, students should begin including the name of the author(s) and text when citing evidence. At this grade level, students should also begin using a combination of direct quotes and indirect quotes when citing evidence. In fourth and fifth grades, students should continue developing and/or refining previous skills and begin incorporating paraphrasing. Writing and speaking instruction should begin incorporating a form of citation as determined by the teacher. **Grades 6-8:** At the middle level, students should continue progressive development of previous skills and begin writing formatted citations. At this level, students should also begin integrating textual evidence with student thinking and speaking. The scholarly style guide used for these citations should be determined by the teacher. **English 1-4:** At the high school level, students should continue progressive development of previous skills and be introduced to and practice using multiple academic style guides, e.g., MLA and APA.

ELA Expectation	Clarification
ELA.OE.6 Create quality work by adhering to an accepted format.	By providing students with expectations for success, including exemplars, anchor charts, rubrics, mentor texts, and academic style guides, students can produce quality work that meets expectations.

Appendix B: Text Complexity Resources

The Text Complexity Rubric

To help make decisions about the instructional use of texts, consider the following rubric regarding the three dimensions of text complexity.

Quantitative: Check the level of the text and cross-reference it with the grade level equivalency.

Low Complexity	Mid Complexity	High Complexity
Text is at the lower end or below the **grade level** quantitative reading measure.	Text is in the midrange of the **grade level** quantitative reading measure.	Text is at the high end or above the **grade level** quantitative reading measure.

Qualitative

Low Complexity	Mid Complexity	High Complexity
• Literal and explicitly stated meaning in text • Language of the text is literal • Author's purpose is obvious and clear • Text organization is clear • Graphics are simple, but pictures support understanding • Uses commonly used words	• Explicit and implicit meaning in text • Figurative language is used to enhance what is literally stated • Author's purpose is readily inferred from reading • Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing • Graphics enhance the understanding of the text • Uses some domain specific or academic vocabulary used	• Multiple levels of meaning in text, often with intentional ambiguity • Figurative language is used, with multiple interpretations possible • Author's purpose is obscure and open to interpretation • Text organization is initially ambiguous but supports reader growth • Graphics are essential to understanding text • Consistently uses domain specific or academic vocabulary

Reader and Task

Low Complexity	Mid Complexity	High Complexity
Reader • Student has background knowledge of topic, but it may not be needed to understand the text	Reader • Student may or may not have background knowledge of topic, but	Reader • Student lacks background knowledge of topic, but background knowledge is essential to understanding

• Theme and ideas are within student's developmental level Task • Comprehension is simple • Task exhibits low cognitive complexity level with one step (i.e., How does the character feel? What is the main idea of paragraph 2?) • Low cognitive demand required to comprehend the text	having it enhances the reader's understanding • Themes and ideas are within student's developmental level, although some subjects may be sensitive Task • Comprehension is dependent on use of some comprehension strategies • Task is of midlevel cognitive complexity and might involve multiple steps (i.e., How does the character change from the beginning to the end of the passage?) • Some cognitive demand required to fully comprehend the passage	• Themes and ideas are at the upper level of a student's developmental level and understanding Task • Comprehension is dependent on student stamina, comprehension strategies and inferential thinking • Task is of a high level of cognitive complexity, involving multiple cognitive steps (i.e., Write an explanation of how the plot impacts character development and use text evidence) • High cognitive demand is required to fully comprehend passage

This section provides support to various areas of text complexity, including elementary, middle, and secondary level examples of text complexity and answers to frequently asked questions regarding text complexity.

Elementary

Passage	Text Complexity Analysis
Possible Pets **Annotated "Possible Pets" Sample**	**Quantitative:** 610-800L Midlevel complexity for 2-3 grade Low level complexity for 4-5 grade **Qualitative:** Low Level Complexity • Literally stated facts • Author's purpose is clear • Text organization is clear • Uses common vocabulary • Uses bullets as a text feature but are a simple listing **Reader and Task:** Low Level Complexity: • Students are asked to read the passage and answer DOK 1 or 2 level questions. • Students have some background knowledge about pets.

	Midlevel Complexity: • Students are asked what makes a dog a good or bad pet. • Students may have some background knowledge around pets. High Level Complexity: • Students are asked what the best pet would be, based on the information in the passage. • Students do not have any background knowledge around pets. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.
Panning for Gold **Annotated "Panning for Gold"**	**Quantitative:** 610-800L Midlevel complexity for 2-3 grade Low level complexity for 4-5 grade **Qualitative:** Midlevel Complexity • Some use of figurative language; meaning is obvious ("glittering, gleaming gold") • Author's purpose to entertain is clear • Text organization is clear • Some use of vocabulary related to panning for gold **Reader and Task:** Low Level Complexity: • Students are asked to read the passage and answer DOK 1 or 2 level questions. • Students have some background knowledge about panning for gold. Midlevel Complexity: • Students are asked what the theme of the passage might be. • Students may have some background knowledge about panning for gold. High Level Complexity: • Students are asked how Ben changes in the story based on the plot. • Students do not have any background knowledge about panning for gold. **Overall Text Complexity:** Determined by considering grade level, reader, and task in context of rubric analysis.
Preparing a Happy Home:	**Quantitative:** 610-800L Midlevel complexity for 2-3 grade

A Kitten's Journal Annotated "Preparing a Happy Home: A Kitten's Journal" Page 1 Page 2	Low level complexity for 4-5 grade **Qualitative:** High Level Complexity • Some use of figurative language; meaning is less obvious ("I hissed at the veterinarian.") • Author's purpose is somewhat clear. • Text organization is a letter to audience. • Some use of vocabulary related to owning a pet **Reader and Task:** Low Level Complexity: • Students are asked to read the passage and answer DOK 1 or 2 level questions. • Students have some background knowledge about owning a pet kitten. Midlevel Complexity: • Students are asked why Fluffy included the list of ways to prepare to bring a kitten home. • Students may have some background knowledge about owning a pet kitten. High Level Complexity: • Students are asked why the author wrote the passage from the perspective of the kitten. • Students do not have any background knowledge about owning a pet kitten. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.

Middle

Passage	Text Complexity Analysis
Self-Made Man **Annotated "Self-Made Man"** **Page 1** **Page 2**	**Quantitative:** 810L - 1000L Midlevel complexity for 6-7 grade Low level complexity for 8th grade **Qualitative:** Low Level Complexity • Multiple instances of implicit meanings throughout, but much of the text includes explicit and literally stated meaning. • Language in the text is mostly literal, with only one instance of figurative language.

Passage	Text Complexity Analysis
	• Author's purpose is obvious and clear. • Text organization is clear but includes some implicit connections. • No graphics included to enhance meaning. • Includes commonly used words **Reader and Task:** Low Level Complexity: • Students are asked to recall or summarize key details regarding Dave Thomas's life. Midlevel Complexity: • Students are asked to select and analyze evidence that supports the inference that Dave Thomas's upbringing influenced his decisions throughout his life. • Students are asked to determine the author's purpose and to explain how that purpose is evident throughout the text. High Level Complexity: • Students are asked to analyze the significance of the title and to evaluate the evidence used to support the claim that Dave Thomas was a "self-made man." **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.
The Other Side of the Camera **Annotated "The Other Side of the Camera"** **Page 1** **Page 2**	**Quantitative:** 810L - 1000L Midlevel complexity for 6-7 grade Low level complexity for 8th grade **Qualitative:** Midlevel Complexity • Explicit and implicit meaning in text • Author's purpose is readily inferred from reading. • Text organization is clear but may contain isolated incidences of shifts in time/place, focus, or pacing. • Uses some domain specific or academic vocabulary **Reader and Task:** Low Level Complexity: • Students are asked to read the passage and answer DOK 1 or 2 level questions. Midlevel Complexity: • Students are asked to discuss how the time setting (April Fool's Day) impacts the development of the plot.

Passage	Text Complexity Analysis
	• Students are asked to determine possible themes. • Students are asked to discuss how Gabe changes (or if he changes) over the course of the text. High Level Complexity: • Students are asked to analyze how the title of the text supports a theme that they identify. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.
A Starring Role **Annotated "A Starring Role"** **Page 1** **Page 2**	**Quantitative:** 810L - 1000L Midlevel complexity for 6-7 grade Low level complexity for 8th grade **Qualitative:** Midlevel Complexity • Explicit and implicit meaning in text • Figurative language is used to enhance what is literally stated. • Author's purpose is readily inferred from reading. • Text organization is clear but may contain isolated incidences of shifts in time/place, focus, or pacing. • Uses some domain specific or academic vocabulary **Reader and Task:** Low Level Complexity: • Students are asked to read the passage and answer DOK 1 or 2 level questions. Midlevel Complexity: • Students are asked to determine possible themes • Students are asked to discuss how their perception of the narrator changes over the course of the text. • Students are asked to identify the main conflict and connect it to a theme. High Level Complexity: • Students are asked to analyze the title and how it could have multiple interpretations connected to various themes. • Students are asked to analyze the characterization of the narrator through her words, thoughts, and actions. • Students are asked to analyze and evaluate the effectiveness of first-person POV in developing a theme (supplying them with a theme could move this to Midlevel Reader & Task).

Passage	Text Complexity Analysis
	Overall Text Complexity: Determined by considering grade level, reader, and task in context of rubric analysis.

Secondary

Passage	Text Complexity Analysis
<u>**Teaching a Child to Ride a Bike**</u> <u>**Annotated "Teaching a Child to Ride a Bike"**</u>	**Quantitative:** 1010L - 1200L High level complexity for 9-10 grade Midlevel complexity for 11-12 grade **Qualitative:** Low Level Complexity • Explicit and implicit meaning in text • Author's purpose is readily inferred from reading just the title • Text organization is clear and flows in logical sequential order • Uses some academic vocabulary • No use of graphics or unique text structures • 1st person narrator creates rapport with reader and aids in accessibility **Reader and Task:** Low Level Complexity: • Students are asked to identify the main idea. • Students are asked to identify topic sentences and supporting evidence. Midlevel Complexity: • Students are asked to consider supporting evidence to include or exclude in revising this passage. • Students are asked to develop a series of graphics to serve in lieu of this instructional essay. High Level Complexity: • Students are asked to revise this piece for a different audience or from a different perspective. **Overall Text Complexity:** Determined by considering grade level, reader, and task in context of rubric analysis.
<u>**Chasing Crickets**</u>	**Quantitative:** 1010L - 1200L High level complexity for 9-10 grade

Passage	Text Complexity Analysis
Annotated "Chasing Crickets" <u>**Page 1**</u> <u>**Page 2**</u>	Midlevel complexity for 11-12 grade **Qualitative:** Midlevel Complexity • Explicit and implicit meaning in text • Figurative language is used to enhance what is literally stated throughout the text • Author's purpose is readily inferred from reading • Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing (dashes) • Uses some domain specific or academic vocabulary used **Reader and Task:** Low Level Complexity: • Student has background knowledge of topic **(understanding of animals' behavior)**, but it may not be needed to understand the text. • Student is asked to understand developmentally appropriate themes and ideas in a text. Midlevel Complexity: • Student may or may not have background knowledge of topic, but having it enhances the reader's understanding of the animals' behaviors throughout the text. • Student's comprehension is dependent on the use of some comprehension strategies. • Student is asked to follow the cat's progression as it chases the cricket to understand how it enhances plot progression throughout the passage. Student must ask himself/herself multi-step questions during this process. High Level Complexity: • Student's understanding of themes and ideas are at the upper level. • Student is asked to analyze how the author uses the animals' behaviors help develop the themes and ideas of the text. • Students analyze how the author uses dashes to show subtle shifts in mood and pacing throughout the text. **Overall Text Complexity:** Determined by considering grade level, reader, and task in context of rubric analysis.
<u>**Misplaced Drama**</u>	**Quantitative:** 810L - 1000L Low level complexity for 9-10 grade

Passage	Text Complexity Analysis
Annotated Misplaced Drama <u>Page 1</u> <u>Page 2</u>	Low level complexity for 11-12 grade **Qualitative:** Midlevel complexity - Explicit and implicit meaning in text, infer and use context for understanding the theatrical inclusion - Figurative language is used to enhance what is stated with intentional pun in title - Author's purpose is readily inferred from reading - Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing - Dialogue between the characters adds a layer of complexity - Uses some domain specific or academic vocabulary **Reader and Task:** Low Level Complexity: - Students are asked to answer DOK Level 1 and 2 questions. Midlevel Complexity: - Having some background knowledge of theater productions would make this easier for students but is not necessarily required. - Students are asked to identify possible themes for the passage. High Level Complexity: - Students are asked to analyze how conflict (internal/external) develops theme. - Students are asked to analyze how the title contributes to thematic development. - Students are asked to analyze the characterization of the Ashley through her words, thoughts, and actions. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.
<u>**International Relations**</u> **Annotated International Relations** <u>Page 1</u> <u>Page 2</u>	**Quantitative:** 810L - 1000L Low level complexity for 9-10 grade Low level complexity for 11-12 grade **Qualitative:** High level complexity - Multiple levels of meaning in text, often with intentional ambiguity - Figurative language is used throughout, multiple interpretations possible - Author's purpose is obscure and open to interpretation

Passage	Text Complexity Analysis
	• Text organization is initially ambiguous but supports reader growth through practice. • Consistently uses domain specific or academic vocabulary • Requires reading stamina **Reader and Task:** Low Level Complexity: • Students are asked to answer DOK Level 1 and 2 questions, but even these might be difficult for many readers due to the dense nature of this speech and the background knowledge of history/international commerce etc. that would be needed to navigate it. Midlevel Complexity: • Students are supplied with McKinley's claim and asked to analyze how he develops it through rhetorical techniques. High Level Complexity: • Students are asked to identify McKinley's claim and asked to analyze how he develops it through rhetorical techniques, including an evaluation/critique of those techniques. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.
Celebrating the Sweet Potato **Annotated Celebrating the Sweet Potato**	**Quantitative:** 1210L - 1400L High level complexity for 9-10 grade Midlevel complexity for 11-12 grade **Qualitative:** High level complexity • Literal and explicitly stated meaning in text • Language of the text is literal • Author's purpose is obvious and clear • Text organization is clear • Graphics are simple, but pictures support understanding • Uses commonly used words, some science terminology **Reader and Task:** Low Level Complexity: • Students are asked to answer DOK Level 1 and 2 questions. Midlevel Complexity: • Students are asked to analyze how the author used subheadings to develop his/her claim.

Passage	Text Complexity Analysis
	• Students are asked to infer an intended audience for this text and support their idea with details from the text. High Level Complexity: • Students are asked to critique the way the author develops the claim in this text. **Overall Text Complexity:** Determined by considering grade level, reader and task in context of rubric analysis.

Frequently Asked Questions Around Text Complexity

Q: What if I have a wide range of readers in class? What should I do?

A: When working with a wide range of readers, it is important to remember to support their reading growth through small group instruction that matches students' instructional reading level. Teachers should develop a multilevel classroom library for students to use in the classroom. This library might include a variety of levels of complex texts but also a variety of text formats including audiobooks, podcasts, wordless picture books, etc. for independent student practice and skill mastery.

Q: How do I support students with IEPs and multilingual learners (MLL) with text complexity as it relates to reader abilities and limited background knowledge?

A: There are several things that can be done to support students with IEPs and MLLs:
Select texts based on the student's decoding ability. If the text has phonic patterns that the student has not been taught or mastered, students will struggle to comprehend what they cannot decode. If you are not sure if decoding is the reason for the difficulty, read the passage aloud. If the student can answer all the questions accurately when read aloud, then decoding is likely the primary reason for the difficulties.

Review content and carefully select books that the student may have background knowledge on or develop a plan to build background knowledge quickly and easily prior to reading. This may be accomplished by finding books on current social studies or science topics or by showing videos clips.

Preview the book to identify unfamiliar vocabulary. Teach those words using an explicit vocabulary routine with a focus on not just defining the word but exploring how the word can be used and applied across different contexts.

Review the book for syntactic complexity. Both MLLs and students with IEPs are likely to struggle with syntactically complex sentences (sentences with many clauses).

Providing direct instruction in recognizing and understanding how groups of words work together to create meaning is a powerful way to improve comprehension. This can be accomplished through sentence expansion and sentence combining activities.
Scaffold the skill of visualization by modeling how readers visualize or create "mental movies" while they read.

Q: How do teachers use and select controversial texts?

A: Most South Carolina school districts have policies regarding controversial texts. Contact your district for more guidance on the policies.

Appendix C: Glossary

The following glossary provides clarity and guidance for the SC CCR ELA Standards. The terms represent key concepts and skills that are necessary to interpret through an instructional lens to provide instruction around the standards. The definitions help to provide a common language for all teachers and students. The content is organized by strand, with some key terms appearing across multiple strands.

Foundations of Literacy

Word	Definition
Accuracy	Reading words in text with no errors.
Alliterative Spoken Words	The repetition of the initial phoneme of each word in connected text (e.g., "Harry the happy hippo hula-hoops with Henrietta").
Automaticity	Reading without conscious effort or attention to decoding.
Consonant Blends	Two or more consecutive consonants which retain their individual sounds (e.g. /b/ /l/ in "block"; /s/ /t/ /r/ in "string).
Decode	The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also, the act of deciphering a new word by sounding it out.
Diagraph	A single sound that is represented by two letters; neither letter acts alone to represent the sound (e.g., th, sh, ch, wh, ph, ng (sing) gh (cough)).
Encode	The ability to translate a word from speech to print.
Expression	The ability to read in a way that sounds like spoken language.
High-Frequency Words	Words that statistically show up with a high percentage rate in common texts.
Intonation	The pattern of variation in pitch during a spoken utterance.
Onsets and Rimes	In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is "s," and the rime is "at." In the word flip, the onset is "fl" and the rime is "ip").
Phonemes	The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

Word	Definition
Phonemic Awareness	One of the five essential components for reading instruction and a subcategory of phonological awareness wherein the focus is on an awareness of individual sounds (phonemes) in spoken words.
Phonological Awareness	Awareness of all levels of the speech sound system including phoneme, syllable, onset, and rime, and word.
Schwa Syllables	Vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.
Syllable	A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant. **Syllable Types:** • *Closed*: has a short vowel ending in a consonant. (e.g., hat, dish, bas/ket) • *Open*: ends with a vowel sound that is spelled with a single vowel letter (a, e, i, o, or u). (e.g., me, e/qual, pro/gram, mu/sic) • *Vowel-consonant-e (VCe)*: when the word or syllable ends in the letter "e" which signals for the vowel to say its name (long sound) as opposed to their sound (e.g., like, milestone) • *Consonant-l-e*: candle, juggle (second syllable) • *R-controlled*: star, corner, • *Vowel teams*: count, rainbow
Trigraph	A single sound that is represented by three letters; no letters act alone to represent the sound (e.g., /tch/ in "match").
Variable Vowel Teams	Two vowel letters that make one sound (e.g. ue, oo, ie, ea).
Vowel Diphthongs	Single vowel sounds that glide in the middle and the mouth position shifts during the production of the single vowel sound (e.g., /ou/ and /oi/).

Applications of Reading

Word	Definition
Affix	A word part that is "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes). For example, the word disrespectful has two affixes, a prefix (dis-) and a suffix (-ful).
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one; allegories can be thought of as extended metaphors (e.g., "The Tortoise and the Hare," the "Myth of Icarus").

Word	Definition
Alliteration	See *Figurative Language*
Allusion	See *Figurative Language*
Analyze	To explore a text critically by considering specific elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to make inferences, draw conclusions, and construct meaning.
Argument	A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong; in literacy, components of argument would include items such as claims, counterclaims, reasons, refutes, and evidence.
Author's Purpose	The author's intent for writing (e.g.to instruct, persuade, inform, entertain, excite, startle, sadden, or others) for the **audience**.
Background Knowledge	Connections between a text and the information and experiences of the reader.
Base Word	A unit of meaning that can stand alone as a word (e.g., "book," "sky"). Also called a **free morpheme**.
Bias	When a writer or speaker exhibits a partiality for - or prejudice against -a person, a topic, or an idea. Some biases are directly stated, while others are implied. Implicit biases require the reader to think critically about the text and pay close attention to an author's choice of words, the connotation of language, and tone. Sometimes, students must evaluate the source of the text to determine if bias is present. For example, if a large corporation writes a review about a product it produces and sells, the review is most likely biased in favor of the product.
Central Idea	The message or messages an author is trying to convey to the reader in an informational text; the development of central idea has a distinct progression: students enter an understanding of the central idea first by identifying an overall topic for the text (K-1) and then moving to an identification of a topic statement for the text (2-3). • *Implied Central Idea: a central idea that is implied by details and information but not directly stated in the text.* • *Stated Central Idea: a central idea that is directly stated by the author of the text (when appropriate for the grade level, a central idea could be stated by the teacher).*
Character	A person, animal, or other being represented in literary work.

Word	Definition
Claim	An arguable statement made and supported by an author; a statement in which a writer presents an idea as truthful to strengthen or support an argument.
Conflict	A struggle between opposing characters, forces, or emotions within a text. Examples of conflict present in literature are: • *External Conflict: sets a character against something or someone beyond their control* • *Internal Conflict: when a character struggles with their own opposing desires or beliefs* • *Person vs. Self: a type of conflict that takes place inside a character's mind, usually involving the main character's inner struggle with self-doubts, a moral dilemma, or his/her own nature* • *Person vs. Person: Conflict that pits one person against another* • *Person vs. Nature: when a character faces resistance from a natural force (as opposed to a supernatural force), for example, the weather, the wilderness, or a natural disaster* • *Person vs. Society: an external conflict that occurs in literature when the protagonist is placed in opposition with society, the government, or a cultural tradition or societal norm of some kind* • *Person vs. Supernatural: when a character faces resistance from a supernatural force, such as fate, magical forces, otherworldly beings, religion, or deities*
Connotation	An idea, feeling, or emotion that a word evokes in addition to its literal or primary meaning (i.e., **denotation**).
Context	The setting in which a literary text is situated. Context provides meaning and clarity to the message that an author is sending and gives the reader a deeper understanding of the intent of the writing. Two examples of context are historical and cultural. Historical context provides the reader with perspective about the time period and the general mood of that time period. Context allows the reader to understand societal norms and how people may have felt and behaved. Cultural context provides the reader with background information about beliefs, traditions, and cultural norms that may differ from theirs, allowing the reader to consider a different perspective.
Context Clues	Hints or clues found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words; types of context clues include:

Word	Definition
	• **Contrast/Antonym**: *when a word or phrase is clarified by the presentation of an opposite word somewhere close to its use* • **Definition/Explanation**: *when a word or phrase's meaning is explained immediately after its use.* • **Inference/General Context**: *when the reader must look for clues within, before, or after the sentence in which the word or phrase is used.* • **Punctuation**: *when readers can use punctuation or type style to infer meaning, such as quotation marks, dashes, parentheses, or brackets.* • **Restatement/Synonym**: *when a difficult word or phrase is said in a simple way.*
Credibility	The quality of being trusted and/or believable; in literature, a credible text means that the information contained within is reputable and from a trusted source.
Critique	A form of evaluation (see **evaluate**) in which a reader examines which components of a text are effective or ineffective and why.
Denotation	The literal or primary meaning of a word.
Descriptive Details	See *Sensory Details*
Determine	To use clues from a text to make an intentional choice.
Develop	To expand thoughts and ideas in writing using elaboration.
Evaluate	To form an opinion or judgment about the content, quality, validity, or effectiveness of a text.
Evidence	Information that helps the reader form an opinion and reach a conclusion; evidence can be weak or strong, effective or ineffective, can lead to one or multiple conclusions, and can come in many forms.
Figurative Language	Language that helps readers visualize a writer's intended meaning and allows a writer to articulate more abstract and complex concepts in an understandable way; figurative language has the power to transform ordinary descriptions into expressive events, enhance the emotional significance of passages, and turn prose into a form of poetry; it can also help the reader to understand the underlying symbolism of a scene and recognize a literary theme; types of figurative language can include, but are not limited to:

Word	Definition
	• ***Alliteration***: *the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.* • ***Allusion***: *a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance, and which is external to the text (e.g., "We walked into a Garden of Eden when we entered the forest."); allusions are often found in mythology, religious texts, and historical events.* • ***Hyperbole***: *exaggerated statements or claims not meant to be taken literally; intentional exaggeration to emphasize a point or to add humor.* • ***Idiom***: *words used that are usually common to speakers of certain languages or regions that may be different from their literal meaning (e.g., "It's raining cats and dogs" does not mean that cats and dogs are falling from the sky, but that it is raining heavily).* • ***Metaphor***: *an implied comparison that is not true in a literal way. Metaphors help illustrate or describe a concept or situation by comparing it to something else. Authors use metaphors to express emotions and enhance descriptions creatively. For example, "His fingers had become translucent icicles after playing in the snow." The purpose of the metaphor is to show the reader how cold it is outside without directly saying, "it is freezing outside." By comparing "fingers" to "translucent icicles," the reader creates a mental image of how cold it is.* • ***Onomatopoeia***: *the formation of a word from a sound associated with what is named (e.g., "cuckoo," "sizzle," "boom").* • ***Personification***: *the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.* • ***Simile***: *a figure of speech involving the comparison of one thing with another thing of a different kind (using the words **like** or **as**) and used to make a description more emphatic or vivid.*
Flashback	A literary device that provides background information on events, situations, and characters; flashbacks reveal information from the past that a reader would otherwise not know, and they help the reader better understand present events in a story.
Genre	A category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter (e.g., poetry, drama, fiction, and nonfiction, historical fiction, science fiction).
Foreshadowing	A literary device that shows an indication of a future event.
Hyperbole	See *Figurative Language*

Word	Definition
Identify	To select from a generated list or from two or more choices; to select a specific point in the text.
Idiom	See *Figurative Language*
Illustrator	The person responsible for creating images, pictures, photographs, or other graphic designs in a text. • ***Photographer****: the person responsible for taking photographs; while photographs are images contained within text, they are not drawn or created images such as those created by an illustrator*
Imagery	Language that is used to create a mental image for readers; imagery can include **figurative language**, **sensory details**, and other devices that help to "paint a picture" in the minds of readers.
Incorporate	To bring together, combine, or integrate multiple concepts, details, or other related information.
Irony	A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing as a result. • ***Dramatic Irony****: irony that is inherent in speeches or a situation of drama and is understood by the audience but not grasped by the characters in the play* • ***Situational Irony****: irony involving a situation in which actions have an effect that is opposite from what was intended so that the outcome is contrary to what was expected* • ***Verbal Irony****: irony in which a person says or writes one thing and means another or uses words to convey a meaning that is opposite of the literal meaning*
Justification/ Justify	The act of showing something to be right or reasonable.
Key Details	The essential elements of information. Key details support the development of the theme in a text. The key details named in the standards are character, setting, conflict, plot, and relevant descriptive details.
Key Elements	Essential literary elements that are intentionally selected for the purpose of an instructional focus; often chosen based on the intent of a lesson and in conjunction with a specific text.

Word	Definition
Literary Devices	Techniques intentionally used by the author to create a certain effect in a written work. Examples can include, but are not limited to foreshadowing, flashback, irony, tone, and mood.
Literary Elements	The components or parts of a work in literature (i.e., poetry, prose, or drama); literary elements help the reader make meaning (analyze) and are naturally present in all literary texts. Note: In the Application of Reading standards, as grade level instruction of theme progresses, words such as **character**, **setting**, and **plot** are replaced by the term ***Key Elements*** to allow upper grade teachers to go beyond the boundaries of the specifically listed elements from earlier grades.
Literary Text Structures	Structures that are unique to literary works; literary text structures can include, but are not limited to: ***Narrative Text Structures*** • ***Chapter****: The primary division of a narrative text; chapters can contain multiple **paragraphs**.* • ***Paragraph****: A distinct section of writing covering one focused topic; paragraphs are composed of multiple sentences.* ***Poetic Text Structures*** • ***Stanza****: a group of lines forming the basic recurring metrical unit in a poem; a verse.* • ***Line****: a part of a poem forming one row of written or printed words* ***Dramatic Text Structures*** • ***Act****: the main division of a dramatic text, typically organized by major events within the plot; an act is composed of one or more **scenes** that incorporate multiple characters and/or locations.* • ***Scene****: a division of an **act** presenting continuous action in one location within a dramatic text.* *Along with physical structures, literary text structures incorporate **literary devices** such as (but not limited to) **perspective**, **flashback**, **time manipulation**, **pacing**, and **figurative language** to create effects such as **mystery**, **tension**, and **suspense.***
Metaphor	See *Figurative Language*
Mood	The emotional atmosphere of a story or text; mood elicits feelings from the reader. Writers create mood through setting, imagery, tone, and word choice.
Morpheme	The smallest meaningful unit of language.

Word	Definition
	• **Bound Morphemes:** *morphemes that cannot stand alone (e.g. -ed, -s, -ing)* • **Derivational Morpheme:** *an affix—a group of letters added before the beginning (prefix) or after the end (suffix)— of a root or base word to create a new word or a new form of an existing word.* • **Free Morphemes:** *morphemes that stand alone as words (e.g., boy, food, in, on); also called a **Base Word.*** • **Inflectional Morpheme:** *an affix—a group of letters added before the beginning (prefix) or after the end (suffix)— added to a noun, verb, adjective or adverb to assign a particular grammatical property to that word such as: tense, number, possession, or comparison; these do not change the essential meaning or the grammatical category of a word.*
Morphology	The study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.
Mystery	A genre of literature whose stories focus on a perplexing or puzzling situation or circumstance that needs to be figured out. An author creates mystery by following a formula that involves techniques such as descriptive language, plot structure, pacing, and what details are included and intentionally excluded. The mood or tone of a mysterious text creates a feeling of uncertainty.
Narrator	The voice that speaks to an audience or tells a story within a text; in an informative text the narrator is most often the **author**, and in a literary text the narrator can have multiple **character(s).**
Onomatopoeia	See *Figurative Language*
Opinion	A view or judgment formed about something, not necessarily based on fact or knowledge.
Oral Language	The skills used for speaking and listening; oral language development is the foundation for word reading and comprehension and is comprised of **semantics** (**vocabulary**), **phonology** (sounds of language), **morphology** (smallest unit of meaning in language), **syntax** (word order), and **pragmatics** (use of language); oral language is sometimes referred to as spoken language.
Paraphrase	To capture and convey the message of a text in one's own words. Paraphrasing requires students to reword a text and rearrange word and sentence order while conveying the same meaning as the original text.

Word	Definition
	Paraphrasing requires students to draw inferences from a text, make sense of the text, and demonstrate an understanding of the text.
Personification	See *Figurative Language*
Perspective	In **literary text**, perspective is how the narrator and/or characters perceive what is happening within the story. This perception affects how a narrator or character feels about people, places, or events and how a narrator or character reacts. It can also impact how the narrator or characters share (or withhold) information, impacting the reader's understanding of the text. Since the narrator and each character have different perspectives, the story will change depending on who is narrating. In **informational text** and speeches, perspective is an author or speaker's unique attitude toward a topic or perception of an issue or event. How an author or speaker feels about a topic or event will affect how he/she writes or speaks about it. Considering perspective can reveal an author's bias.
Phonic Pattern	The allowable and expected patterns for how letters can be sequenced to represent the sounds (**phonemes**) of spoken language.
Plot and Plot Structure	The series of events that construct a narrative. The main part of a plot is the conflict; conflict drives the story. There are numerous ways to break down the structure of a plot. According to the Indicator Insights, a basic plot structure includes an exposition, rising action, climax, falling action, and a conclusion (grades K-5) or resolution (grades 6- E4).
Prefix	An affix attached at the beginning of a root word.
Point of View	The type of narrator used to tell a story. Stories told from a **first-person** point of view typically use "I" and "me" in the narrative. A **first-person** narrator tells the story as it is happening or relates an account of a story from the past. The use of a **first-person** narrator limits what the reader knows because information is only known when or if the narrator tells it. The **second-person** point of view uses "you." **Third-person** point of view provides the reader with more insight into what is happening in the story. **Third-person limited** provides the reader with insight into the thoughts and feelings of one character in the story. **Third-person omniscient** provides the reader with insight into the minds of all significant characters in a story; thus, the reader knows the motives and

Word	Definition
	perspectives of each of the characters. Some authors write stories using more than one point of view.
Reasoning	To think, explain, justify, or argue logically. Reasoning allows a reader to better understand and make sense of information. While there are many types of reasoning, Indicator Insights names three: inductive, deductive, and causal. Inductive reasoning is the most commonly used form of logical reasoning and begins with specific examples before leading into a general overview. Deductive reasoning begins with a general statement and ends with a narrower conclusion. Causal reasoning uses logic and facts to determine cause and effect relationships.
Refute	To challenge or undermine a counterargument for the purpose of showing that a counterclaim/argument is incorrect. Refutations (and rebuttals) allow an author to present an opposing argument that disagrees with their claim and explain why the opposition or counterclaim is wrong. Note: To rebut is to *attempt* to prove something is false by presenting a response, but to refute is to confirm it is false and "win" an argument.
Relevant	Relevant evidence in argument writing refers to appropriate and applicable ideas that connect to and support an author's claim.
Retell	To explain an idea or concept in a new or different form.
Rhetoric	The art of effective or persuasive speaking or writing, especially the use of figures of speech and other compositional techniques; language designed to have a persuasive or impressive effect on its audience, but often regarded as lacking in sincerity or meaningful content; rhetoric incorporates the concepts of **Rhetorical Appeals** and **Rhetorical Devices**
Rhetorical Appeals	See Appendix H.
Rhetorical Devices	See Appendix H.
Rhyme	Words that have the same ending sound. • ***External Rhyme***: *a pattern of words that rhyme on the outside edge of a poem* • ***Internal Rhyme***: *a rhyme involving a word in the middle of a line and another at the end of the line or in the middle of the next*

Word	Definition
Sensory Details	The use of details related to the five senses (i.e. sight, smell, taste, touch, sound) to appeal to the reader.
Sequence	A particular order in which related events, information, or things follow each other.
Setting	The time and place in which a narrative occurs; can also include the historical period, weather, and other details about the surroundings, both real and/or fictional; can contribute to the **mood** of the text.
Simile	See *Figurative Language*
Story Elements	The characters, settings, and events that move the plot forward in a literary work.
Style	A writer's distinct usage of various techniques in order to create a unique **voice.**
Suffix	An affix attached to the end of a base, root, or stem that changes the grammatical function of the word.
Summarize	To condense a text to its main ideas and most important information. Summarizing also means reducing sections of text to their main points and essential ideas. Summarizing allows students to demonstrate comprehension of a section of text and/or an entire text.
Supporting Details	Important pieces of information that support the central idea of a text such as facts, definitions, and quotes.
Suspense	The quality of uncertainty of an outcome within a text; suspense can be constructed through the intentional use of specific literary devices and text structures.
Symbolism	The use of a person, situation, word, or object to represent another person, situation, word, object, or idea. Authors use symbolism to create emotional meaning in a work. Symbolism is also used to impact mood. For example, an author could use a rainbow to symbolize new beginnings or hope, a circle or ring to symbolize commitment, or a dark cloud to symbolize turmoil.
Tension	The element of writing that evokes emotions such as worry, anxiety, fear and stress; **mystery**, **suspense**, and **irony** are among the many tools writers use to intentionally create tension.

Word	Definition
Text Features	Elements that help the reader make sense of what they are reading and are the building blocks for text structure; text features include (but are not limited to): • **Caption:** *an explanatory comment or description that typically accompanies a visual image.* • **Glossary:** *an alphabetized list of relevant terms with corresponding definitions located at or near the end of a text.* • **Graph:** *a visual representation of related data.* • **Headings**: *the title of a section of text that introduces its overall topic; a heading may also be used to divide a larger text into smaller sections.* • **Illustration:** *a drawn image used to emphasize or explain an aspect of the text.* • **Map:** *a visual representation of a specific location or area.* • **Photograph:** *a visual image taken with a camera that reflects actual objects, settings, or events, and is typically relevant to the topic of a corresponding text.* • **Subheading**: *the title of a section of text that divides information into smaller sections or categories beneath a heading.* • **Table of Contents:** *an outline of chapters or sections and their corresponding pages in a larger text.* • **Title:** *the specific name of a book, article, or other literary work or text.*
Text Structure (Informational)	The way authors organize information in text. An author of an informational text (and speech) structures the text to best convey the message or argument to the readers (audience). The text structures named in the standards are: • **Cause and Effect**: *This structure is used to show a direct relationship between one idea, event, or action and its result.* • **Compare and Contrast**: *This structure is used to analyze the similarities and differences between ideas, people, places, objects, or topics.* • **Chronological**: *This structure presents events in the order in which they happened.* • **Descriptive/List**: *This structure provides details, examples, features, and/or characteristics of a topic.* • **Problem and Solution**: *This structure describes a problem and then presents a solution to the problem,* • **Sequence**: *This structure describes the order from beginning to end.*

Word	Definition
Theme	The major idea or underlying message that a literary text communicates; often, the theme begins with the identification of a moral or lesson. Types of themes are: • ***Universal Theme:*** *An idea that applies to anyone regardless of cultural differences or geographic location and is used to connect ideas across all disciplines; universal theme is a central idea about the human condition, is a generalization about life or human nature, and deals with basic human concerns.* • ***Implied Theme:*** *A theme that is not directly stated and must be inferred by the reader. Implied (implicit) themes are "suggested" and require determining underlying meanings or truths.* • ***Explicit Theme:*** *A theme that is directly stated in the text by the narrator or a character.*
Tone	A writer or speaker's attitude toward a subject, character, or audience communicated through the author's choice of words and detail; tone can be formal, informal, serious, humorous, sarcastic, and/or objective based on the task and audience of the text.
Trace	To identify and follow a line of ideas, reasoning, or evidence in a text. To trace an argument, students should identify the claim, examine the reasons that support the claim, evaluate the evidence provided; identify how a writer addresses opposing views (counterclaims), and pay attention to the transitions used to connect these elements.
Validity	The degree to which a claim or argument is logical or reasonable. For an argument to be valid, an author's reasoning process is logical, and the assertion and conclusion are true.
Visual Characteristics	Descriptive words that help form a visual image; visual characteristics may include size, shape, color, location, "how many" (e.g., "how many legs"), parts (e.g., the parts of a car), and what the item is made of (e.g., wood, plastic, cotton).
Word Origin	Where a word originated, which can reveal a great deal about its meaning as well as why it follows a specific or unusual phonic pattern; the study of word origins is referred to as etymology.
Word Relationship	The ways in which the meaning of a word can change in relationship to the word or words around it; word relationships can include similarities and differences between words, common contexts where the word may appear, words that may be easily confused for other words, synonyms and antonyms, and multiple meanings of the word (e.g., "lightning" has a

Word	Definition
	specific definition, but "lightning bug" does not imply the same meaning as just "lightning").

Research

Word	Definition
Analyze	To explore a text critically by considering specific elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to make inferences, draw conclusions, and construct meaning.
Broaden	To further explore a topic for the purpose of expanding thinking.
Credibility	The quality of being trusted; having a credible text means that the information contained within is reputable and from a trusted source.
Construction	The process of crafting communication in order to explain a concept.
Conduct	To directly take part in; conducting research refers to the direct action of exploring a topic or specific research question using reputable and trusted resources.
Evaluate	To form an opinion or judgment about the content, quality, validity, or effectiveness of a text.
Generate	To create or bring into existence; generating a **research question** refers to the act of creating a specific question in order to investigate materials and sources as part of the research process.
Inquiry	A systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments.
Justification	The action of showing something to be right or reasonable.
Narrow	To ask exploratory questions for the purpose of focusing and refining research.
Organize	To arrange in an intentional structure based on qualities, details, or other information.
Prediction	An educated guess at future events or pieces of information.
Reference	An intentional connection back to an original source of information.

Word	Definition
Refine	To improve by removing unnecessary details or features.
Relevant	Having direct bearing on the matter at hand; pertinent.
Reliable	Able to be depended on and trusted.
Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Research Question	A specific question generated in order to investigate materials and sources as part of the research process.
Source	The point of origin for information, concepts, or ideas.
Synthesize	The process of pulling together information from background knowledge, newly learned ideas and information, connections, inferences, and other relevant information into a comprehensive understanding of a concept, idea, or text.

Written and Oral Communications

Word	Definition
Active Voice	A verb whose subject performs the action of the verb (e.g. "Sally drew the picture").
Adjective	Words that describe people, places, or things. • *Adjectival: a group of words that describes a noun or a pronoun.* • *Article: the words "a," "an," and "the"; they define whether something is specific or unspecific.* • *Common Adjective: an adjective that describes a **common noun** and is not capitalized (e.g. "the **green** car").* • *Imperative: the form of adjective used to compare two things.* • *Interrogative Adjective: a word that modifies a noun by asking a question.* • *Participle: a verb form that can be used as an adjective* • *Predicate Adjective: an adjective that follows a linking verb and modifies (i.e., describes) the subject of the linking verb.* • *Proper Adjective: an adjective that is based on a word that is typically capitalized (e.g. "the **French** restaurant").* • *Superlative: the form of an adjective used to compare three or more things.*

Word	Definition
Adverb	Words that describe verbs. • *Adverbial*: *a word or phrase that modifies a verb within a sentence.* • *Conjunctive Adverb*: *a word or phrase that provides a link to the previous sentence or previous independent clause.*
Analyze	To explore a text critically by considering specific elements such as craft, structure, purpose, vocabulary, diction, perspective, and/or point of view and how those elements function individually in a text as well as how they interconnect. The process of analysis requires students to make inferences, draw conclusions, and construct meaning.
Antecedent	The person, place, or thing (noun) represented by a pronoun.
Argument	A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong; in literacy, components of argument would include items such as claims, counterclaims, reasons, refutes, and evidence.
Bias	When a writer or speaker exhibits a partiality for - or prejudice against -a person, a topic, or an idea. Some biases are directly stated, while others are implied. Implicit biases require the reader to think critically about the text and pay close attention to an author's choice of words, the connotation of language, and tone. Sometimes, students must evaluate the source of the text to determine if bias is present. For example, if a large corporation writes a review about a product it produces and sells, the review is most likely biased in favor of the product.
Cite	To quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work; quotes are typically cited in a specific citation format depending on the required style (e.g. MLA, APA, or Chicago).
Claim	An arguable statement made and supported by an author; a statement in which a writer presents a statement (assertion) as truthful to strengthen or support an argument.
Clause	A group of words containing both a subject and a predicate (e.g. *"he watched", "after she left the room"*). • *Dependent Clause*: *functions like an adjective, an adverb, or a noun* • *Independent Clause*: *functions like a complete sentence.*

Word	Definition
	• ***Nonrestrictive Clause (Nonessential)***: *a clause that provides additional, non-essential information.* • ***Restrictive Clause (Essential)***: *a clause that identifies the word it modifies; a restrictive clause is essential for meaning.*
Coherent	Logical and well-organized; able to talk or express yourself in a clear way that can be easily understood.
Cohesive	The joining of words, phrases, sentences, and paragraphs together to create a text where the relationships between the elements are clear and logical to the reader, giving the text a clear flow.
Conjunction	Words used to connect words, clauses, or phrases in a sentence. • ***Coordinate Conjunctions***: *words that connect sentences, clauses, and words.* • ***Correlative Conjunctions***: *pairs of conjunction words that work together to join important words or phrases.* • ***Subordinate Conjunctions***: *the conjunctions join two dependent clauses to another independent clause.*
Conventions	The agreed-upon rules of writing used to make writing broadly clear and comprehensible; some basic examples are spelling, punctuation, and capitalization; more complex language features such as word order, subject-verb agreement, and verb tense are also writing conventions.
Counterclaim	A claim made in response to another claim in order to oppose it.
Credibility	The quality of being trusted; in literature, having a credible text means that the information contained within is reputable and from a trusted source.
Critique	A form of evaluation (see ***evaluate***); however, to critique requires going beyond forming an opinion or making a judgment and includes proposing specific feedback. For example, to evaluate a piece of literature is to say whether it is good or bad, valid, or relevant, but to critique is to say what about the literature is effective or ineffective and why.
Determine	To use clues from a text in order to make a choice.
Develop	To expand thoughts and ideas in writing using elaboration.
Dialogue	Spoken exchanges between characters in a dramatic or literary work, usually between two or more speakers.
Diction	Choosing the right word for the right situation, which can set the scene or evoke a particular mood in writing.

Word	Definition
Editing	The correction of mechanical features of writing, such as spelling, punctuation, and capitalization, in order to prepare materials for publication or presentation.
Evaluate	To form an opinion or judgment about the content, quality, validity, or effectiveness of a text.
Evidence	Information that helps the reader form an opinion and reach a conclusion; evidence can be weak or strong, effective or ineffective, can lead to one or multiple conclusions, and can come in many forms.
Figurative Language	Language that helps readers visualize a writer's intended meaning and allows a writer to articulate more abstract and complex concepts in an understandable way; figurative language has the power to transform ordinary descriptions into expressive events, enhance the emotional significance of passages, and turn prose into a form of poetry; it can also help the reader to understand the underlying symbolism of a scene and recognize a literary theme; types of figurative language can include, but are not limited to: • *Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.* • *Allusion: a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance, and which is external to the text (e.g., "We walked into a Garden of Eden when we entered the forest."); many allusions come from mythology, religious texts, and historical events.* • *Hyperbole: exaggerated statements or claims not meant to be taken literally; intentional exaggeration to emphasize a point or to add humor.* • *Idiom: words used that are usually common to speakers of certain languages or regions that may be different from their literal meaning (e.g., "It's raining cats and dogs" does not mean that cats and dogs are falling from the sky, but that it is raining heavily).* • *Metaphor: an implied comparison that is not true in a literal way. Metaphors help illustrate or describe a concept or situation by comparing it to something else. Authors use metaphors to express emotions and enhance descriptions creatively. For example, "His fingers had become translucent icicles after playing in the snow." The purpose of the metaphor is to show the reader how cold it is outside without directly saying, "it is freezing outside." By comparing "fingers" to "translucent icicles," the reader creates a mental image of how cold it is.*

Word	Definition
	• **Onomatopoeia**: *the formation of a word from a sound associated with what is named (e.g., "cuckoo", "sizzle", "boom").* • **Personification**: *the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.* • **Simile**: *a figure of speech involving the comparison of one thing with another thing of a different kind (using the words **like** or **as**) and used to make a description more emphatic or vivid.*
Handwriting	Written communication with an instrument such as a pen or pencil, focusing on: • **Formation**: *how the student goes about forming letters, beginning with straight lines, and moving on to curved lines. It is suggested teachers teach capital letters before moving to lowercase letters.* • **Legibility**: *how clearly letters are formed and spaced.* • **Pacing**: *deals with the use of correct pencil grasp and press in order to help students sustain an appropriate writing pace.* • **Pencil Grasp**: *the index finger and thumb hold the pencil against the middle finger.*
Identify	To select from a generated list or from two or more choices; to select a specific point in the text.
Infinitive	The verb in its basic form; the infinitive form of a verb is usually preceded by the word "to" (e.g., "to eat", "to sleep")
Interjection	Words used to express strong feelings or sudden emotion.
Key Details	The essential elements of information. Key details support the development of the theme in a text. The key details named in the standards are character, setting, conflict, plot, and relevant descriptive details.
Justify	To show or prove to be right or reasonable, particularly with evidence to support **reasoning**.
Legibility	How clearly letters are formed and spaced.
Logical Fallacies	Arguments that have the appearance of being plausible but lack valid ideas; fallacies weaken the intended argument; examples of logical fallacies can include, but are not limited to: • **Ad Hominem:** *a fallacy in which a speaker or writer attempts to attack or criticize an opponent's character rather than the logic or content of the argument.*

Word	Definition
	• **Red Herring:** *a fallacy in which a speaker or writer attempts to distract from an argument by avoiding key issues or ignoring opposing views.* • **Straw Man:** *a fallacy in which a speaker or writer attempts to oversimplify and attack an opponent's viewpoint, leading to misrepresentation of the argument.*
Mechanics	The rules of written language, such as capitalization, punctuation, and spelling.
Media	Forms of communication intended to reach a broad audience; media can include, but is not limited to, video, audio, and written products.
Message	An underlying theme or idea of a text
Mentor Text	Written pieces that serve as an example of skillful writing for student writers.
Modes of Writing	Genres of writing that are used to address different tasks, purposes, and audiences; each mode has unique structures and techniques for expressing ideas; also known as Modes of Discourse. • **Narrative Writing:** *writing that tells a story, often using devices such as **plot structure**, **narrator**, **characters**, **dialogue**, **sensory details**, and **figurative language**; narrative writing can be based on real or imagined experiences.* • **Informative/Expository Writing:** *writing in which an author explores a **central idea** from an objective stance, using relevant details from **credible** sources; while **Informative Writing** is done for the purpose of disseminating information, **Expository Writing** explains steps, processes, reasoning, and/or rationale around a topic or central idea.* • **Argumentative Writing:** *writing in which the author explores a topic to establish a position and argue a **claim** using sound **reasoning** and relevant details from **credible** sources.*
Modifier	A word, phrase, or clause that describes something or makes its meaning more specific. Modifiers function as adjectives or adverbs.
Mood	The emotional atmosphere of a story or text; mood elicits feelings from the reader. Writers create mood through setting, imagery, tone, and word choice.
Mystery	A genre of literature whose stories focus on a perplexing or puzzling situation or circumstance that needs to be figured out. An author creates

Word	Definition
	mystery by following a formula that involves techniques such as descriptive language, plot structure, pacing, and what details are included and intentionally excluded. The mood or tone of a mysterious text creates a feeling of uncertainty.
Nonverbal Cues	Sending information without relying on spoken words; nonverbal cues can include posture, gestures, eye contact, facial expressions, and modulating the tone and pitch of the voice.
Noun	Words that represent people, places, or things. ***Abstract Noun:*** *a thing you cannot physically see or touch.* ***Appositive:*** *a noun or a noun phrase that sits next to another noun to rename it or to describe it in another way.* ***Collective Nouns:*** *words that denote groups.* ***Common Noun****: the word for a person, place, or thing; it is the word that appears in the dictionary (e.g. "car," "tree").* ***Concrete Noun****: a thing you can physically see or touch.* ***Direct Object****: the receiver of an action.* ***Indirect Object****: the recipient of a direct object.* ***Gerunds****: nouns that end in "-ing" and that represent actions.* ***Proper Noun****: the given name of a person, place, or thing; it is likely to be a personal name or a title (e.g. "Mr. Smith").* ***Possessive Noun****: a noun indicating ownership or possession by ending "'s" or an apostrophe.*
Opinion	A view or judgment formed about something, not necessarily based on fact or knowledge.
Pacing	A stylistic device which is used to show how fast a story unfolds.
Parallel Structure	Use of the same pattern of words, phrases, or clauses to show equal importance (e.g. "Wesley likes fishing, hiking, and dancing" is parallel, but "Wesley likes fishing, hiking, and to dance" is not parallel).
Participle	A verb form that can be used as an adjective, to create verb tense, or to create the passive voice. ***Past Participle*** *(usually ending -ed, -d, -t, -en, or -n).* ***Present Participle*** *(ending -ing).*
Passive Voice	A sentence where the subject does not perform the action of the verb (e.g. "Carl was driven to the doctor").

Word	Definition
Perspective	In **literary text**, perspective is how the narrator and/or characters perceive what is happening within the story. This perception affects how a narrator or character feels about people, places, or events and how a narrator or character reacts. It can also impact how the narrator or characters share (or withhold) information, impacting the reader's understanding of the text. Since the narrator and each character have different perspectives, the story will change depending on who is narrating.
	In **informational text** and speeches, perspective is an author or speaker's unique attitude toward a topic or perception of an issue or event. How an author or speaker feels about a topic or event will affect how he/she writes or speaks about it.
	Considering perspective can reveal an author's bias.
Plot and Plot Structure	The series of events that construct a narrative. The main part of a plot is the conflict; conflict drives the story. There are numerous ways to break down the structure of a plot.
	According to the Indicator Insights, a basic plot structure includes an exposition, rising action, climax, falling action, and a conclusion (grades K-5) or resolution (grades 6- E4).
Point of View	The type of narrator used to tell a story. Stories told from a **first-person** point of view typically use "I" and "me" in the narrative. A **first-person** narrator tells the story as it is happening or relates an account of a story from the past. The use of a **first-person** narrator limits what the reader knows because information is only known when or if the narrator tells it. The **second-person** point of view uses "you." **Third-person** point of view provides the reader with more insight into what is happening in the story. **Third-person limited** provides the reader with insight into the thoughts and feelings of one character in the story. **Third-person omniscient** provides the reader with insight into the minds of all significant characters in a story; thus, the reader knows the motives and perspectives of each of the characters. Some authors write stories using more than one point of view.
Precise Language	Language that provides clarity and creates specificity in writing and speaking; this aids the writer or speaker in creating meaning for the intended audience
Predicate	The part of a sentence or clause that tells us what the subject is or does.

Word	Definition
Preposition	Preceding words that link to nearby words. Common prepositions include "above," "about," "below," "for," "from," "in," "inside," "into," "of," "to," "until," and "with." • *Prepositional Phrase: begins with a preposition and ends with a noun and pronoun.*
Pronoun	Words that replace nouns in a sentence. • *Intensive Pronouns: a pronoun that is used to refer back to a noun or pronoun in order to emphasize it ("I myself enjoy ice cream for dessert").* • *Personal Pronoun: short words used to represent people or things. The personal pronouns include I, you, he, she, it, we, and they.* • *Reflexive Pronoun: a pronoun that is used when something does something to itself (e.g., "she fed herself").* • *Relative Pronoun: a pronoun that heads an adjective clause. Relative pronouns include "that," "which," "who," "whom," and "whose."*

Punctuation	The use of conventional characters (e.g., periods, commas, semicolons) to provide clarity in writing.
	
	 • *Colon: a common punctuation mark used:*
	   ○ *To extend a sentence with an appositive (a renaming of something previously mentioned).*
	   ○ *To mark the end of an introduction (including before quotations).*
	   ○ *To separate elements in times, ratios, titles, and reference numbers.*
	 • *Comma: a punctuation mark used to mark the divisions in text (as may be caused by phrases, clauses, or conjunctions). Commas are also used in lists to separate list items and in numbers to aid reading.*
	 • *Ellipses: a punctuation mark made up of three dots (...). An ellipsis is used:*
	   ○ *To show an omission of a word or words (including whole sentences) from a text.*
	   ○ *To create a pause for effect.*
	   ○ *To show an unfinished thought.*
	   ○ *To show a trail off into silence.*
	 • *Exclamation Point: used to indicate a sudden order, intensity of emotion (e.g., surprise, anger, joy), or volume.*
	 • *Period: a punctuation mark used:*

Word	Definition
	- At the end of a declarative sentence (i.e., a sentence that makes a statement). - At the end of an imperative sentence (i.e., an order) that is not forceful enough for an exclamation mark. - In an abbreviation such as an initialism or contraction. **Question Mark**: used to show where a question ends. **Quotation Mark**: punctuation marks used in pairs to: - Identify previously spoken or written words. - Signify so-called or alleged. - Highlight the name of things like ships, books, and plays. - Show that a word refers to the word itself not the word's meaning. **Semicolon**: a punctuation mark used primarily to bring together independent clauses that share a common idea.
Quote	To repeat or copy out a group of words from a text or speech, typically with an indication that one is not the original author or speaker; quoting differs from citing evidence because citing does not require using the exact words of an author or speaker.
Reasoning	To think, explain, justify, or argue logically. Reasoning allows a reader to better understand and make sense of information. While there are many types of reasoning, Indicator Insights names three: inductive, deductive, and causal. Inductive reasoning is the most commonly used form of logical reasoning and begins with specific examples before leading into a general overview. Deductive reasoning begins with a general statement and ends with a narrower conclusion. Causal reasoning uses logic and facts to determine cause and effect relationships.
Refute	To challenge or undermine a counterargument for the purpose of showing that a counterclaim/argument is incorrect. Refutations (and rebuttals) allow an author to present an opposing argument that disagrees with their claim and explain why the opposition or counterclaim is wrong. Note: To rebut is to *attempt* to prove something is false by presenting a response, but to refute is to confirm it is false and "win" an argument.
Relevant	Relevant evidence in argument writing refers to appropriate and applicable ideas that connect to and support an author's claim.
Revision	The part of writing and preparing written material concerned primarily with reconsidering and reworking information in the text related to its task, purpose, and audience.

Word	Definition
Sensory Details	The use of details related to the five senses (i.e., sight, smell, taste, touch, sound) to appeal to the reader.
Sentence Structure	The ways in which a sentence can be structured in order to create different effects. • ***Complex****: a sentence that has an independent clause and at least one dependent clause* • ***Compound****: a sentence that has at least two independent clauses.* • ***Compound-Complex****: a sentence that has at least two independent clauses and at least one dependent clause.* • ***Declarative****: a sentence that makes a statement or declares something and ends with a period.* • ***Exclamatory****: a sentence that expresses strong feelings and ends with an exclamation point.* • ***Imperative****: a sentence that gives a direct command.* • ***Interrogative****: a sentence that asks a question and ends with a question mark.* • ***Simple****: a sentence that consists of just one independent clause. A simple sentence has no dependent clauses.*
Setting	The time and place in which a narrative occurs; can also include the historical period, weather, and other details about the surroundings, both real and/or fictional; can contribute to the **mood** of the text.
Style	A writer's distinct usage of various techniques in order to create a unique **voice.**
Subject	The person or thing doing the action or being described [in a sentence].
Suspense	The quality of uncertainty of an outcome within a text; suspense can be constructed through the intentional use of specific literary devices and text structures.
Syntax	The arrangement of words and order of grammatical elements in a sentence.
Temporal Words	Words used to indicate the passage of time or describe the position of an event in time, usually through the form of a transitional preposition (e.g., "after," "before," "during," "until").
Tension	The element of writing that evokes emotions such as worry, anxiety, fear and stress; **mystery**, **suspense**, and **irony** are among the many tools writers use to intentionally create tension.

Word	Definition
Tone	A writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail; tone can be formal, informal, serious, humorous, sarcastic, and/or objective, based on the task and audience of the text.
Validity	The degree to which a claim or argument is logical or reasonable. For an argument to be valid, an author's reasoning process is logical, and the assertion and conclusion are true.
Transition	Words that connect thoughts and ideas and show the relationship between paragraphs, sentences, and phrases; types of transition words can include, among others, addition, emphasis, order, comparison, contrast, cause and effect, and summary.
Verb	Words that express physical actions (e.g. "to sleep"), mental actions (e.g. "to think"), or states of being (e.g. "to exist"). • *Linking Verb: used to re-identify or to describe its subject. A linking verb is called a linking verb because it links the subject to a subject complement* • *Subject-Verb Agreement: a singular subject that is matched with a singular verb or a plural subject that is matched with a plural verb.* • *Verb Mood: the form a verb takes to show how it is to be regarded (e.g. as a fact, a command, a wish, an uncertainty).* • *Indicative: a verb form that makes a statement or asks a question.* • *Subjunctive: the verb form used to explore a hypothetical situation (e.g. "If I were in your shoes") or to express a wish, a demand, or a suggestion (e.g. "I demand you show me").* • *Imperative: a verb form that gives a command.* • *Conditional: the verb form that is reflected from a helping verb and indicates that something will happen; typically marked by words such as "might," "could," "would," "if," "can," and "will.".* • *Verb Tense: tense of a verb is determined by when the action took place.* • *Past: a verb tense used for a past activity or a past state of being.* • *Present: a verb tense that describes a current activity or state of being.*

Word	Definition
	• **Future**: *a verb tense used for a future activity or a future state of being.* • **Progressive**: *a verb tense used to describe ongoing actions.* • **Perfect**: *a category of verb tense used to describe completed actions.*
Voice	A stylistic mix of tone, vocabulary, point of view, and syntax that makes the writing flow in a certain way.

High Frequency Terms

Word
Analyze   Argument
Claim   Credibility
Critique   Determine
Develop/Development Dialogue
Evaluate   Evidence
Identify   Incorporate
Informative   Key Details
Mood   Mystery
Narrative   Opinion
Perspective   Plot/Plot Structure
Point of View   Reasoning
Reference   Relevant
Sequence   Setting
Style   Suspense
Tension   Tone
Validity

Appendix D: Foundations of Literacy Standards, Grade Band Articulation

See page 17 for more information.

Foundations of Literacy (F)

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

Code	Kindergarten	First Grade	Second Grade
ELA.F.1.1	Count the number of words in a spoken sentence.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.1.2	Recognize alliterative spoken words.	Produce alliterative spoken words.	*There is not an indicator for second grade.*
ELA.F.1.3	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	*There is not an indicator for second grade.*
ELA.F.1.4	Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.	Delete and add a syllable within a spoken word including compound words.	*There is not an indicator for second grade.*
ELA.F.1.5	Blend and segment onsets and rimes of single syllable spoken words.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.1.6	Blend and segment onsets and rimes of single syllable spoken words.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	Delete, add, and substitute the initial or final phonemes of a spoken word with 3 to 5 phonemes and say the resulting word.	Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to 6 phonemes and say the resulting word.

Foundations of Literacy (F)

Standard ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

Code	Kindergarten	First Grade	Second Grade
ELA.F.2.1	Locate a book's front cover, back cover, title page, and where to begin reading.	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	*There is not an indicator for second grade.*
ELA.F.2.2	Identify one-to-one correspondence by pointing to words, noting that there are spaces between words.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.2.3	Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.2.4	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.2.5	Identify letters and words within sentences.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*

Foundations of Literacy (F)

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Standard ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

Code	Kindergarten	First Grade	Second Grade
ELA.F.3.1	Identify, name, and form all upper and lowercase letters with automaticity.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.3.2	Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.3.3	Produce one-to-one letter-sound correspondences for each consonant with automaticity.	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.3.4	Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: • in a closed syllable (VC: at; CVC: bat) • in an open syllable (e.g. he, so, me, go, hi). • in a vowel-consonant-e (VCe) syllable with prompting and support.	Identify the vowel and produce the vowel sound in a printed syllable or word to: • decode and encode regularly spelled one syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position. • decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur). • (With prompting and support,) decode two-syllable words	Identify the vowel in a printed syllable or word to: • decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables). • apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV,

Code	Kindergarten	First Grade	Second Grade
		using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types.	VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on.
ELA.F.3.5	Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in decodable text (such as word families).	*There is not an indicator for first grade.*	*There is not an indicator for second grade.*
ELA.F.3.6	Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.	Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.	Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.
ELA.F.3.7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	Read a two-syllable word by breaking the word into syllables.	Use knowledge of how syllables work to read multisyllabic words.
ELA.F.3.8	Decode and encode words using: - VC - CV - CVC - consonant digraphs (ch, sh, th, wh) - combination (qu)	Decode and encode words using: - onset/rime* - consonant blends (initial and final) - consonant digraphs (ch, sh, th, wh, ph, ck) - trigraphs (e.g. -tch, -dge) - combination (e.g., qu) - VCe	Decode and encode multisyllabic words using: - consonant digraphs (sh, th, ch, wh, ph, ck) - combination (qu) - three-consonant blends (e.g., str-, scr-) - blends containing digraphs (e.g., thr-, -nch) - trigraphs (e.g., -tch, -dge)

Code	Kindergarten	First Grade	Second Grade
		- r-controlled vowels (e.g., ar, er, ir, or, ur) - common inflectional endings that do not change the base word (e.g., -s, -ed). - contractions with am, is, has, and not - hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/before a, o, u, or any consonant and g=/j/ before i, e, or y) * - vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) * - words that follow the -ild, -ost, -old,	- variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay) - vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur) - common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es). - words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., wild, most, cold, colt, mind) (These are exceptions to the rule.) - words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall) - words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/before a, o, u, or any consonant and

Code	Kindergarten	First Grade	Second Grade
		-olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) * • silent letter combinations (e.g., kn, wr, mb, gh, gn) * • words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) * • words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save) *With prompting and support	g=/j/ before i, e, or y) • words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words • words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym) • words with silent letter combinations. (e.g., kn, wr, gn, mb, gh) • contractions with am, is, has, not, have, would, and will (e.g., I'm, he's, she's, isn't, don't, I've, he'd, they'll)

Foundations of Literacy (F)

Standard ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

Code	Kindergarten	First Grade	Second Grade
ELA.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.F.4.2	Read texts orally with accuracy and expression.	Read texts orally with accuracy, appropriate rate, and expression.	Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.

Appendix E: Vertical Progression of Spiraled Standards

The Vertical Progression of Spiraled Standards provides teachers with a framework to assist with planning and to enable scaffolds for students who may need extra support. For each standard in the Applications of Reading, Research, and Written and Oral Communications strands, the grade-level indicators are presented beginning with English 4 and ending with kindergarten. The exception to this is Communication Standard 6, which is presented beginning with fifth grade and ending with kindergarten. This standard addresses cursive writing, which is not directly taught after fifth grade. Moving up from kindergarten, the bolded language identifies new concepts introduced in each grade-level indicator.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Code	Literary Elements
ELA.E4.AOR.1.1	Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across text(s).
ELA.E3.AOR.1.1	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
ELA.E2.AOR.1.1	Analyze how **multiple perspectives**, context, and/or key elements add to and deepen meaning or style within and across texts.
ELA.E1.AOR.1.1	Analyze how **perspective, context,** and/or key elements deepen meaning or **style.**
ELA.8.AOR.1.1	Analyze how **key elements** contribute to the meaning of the text as a whole.
ELA.7.AOR.1.1	Analyze how lines of **dialogue,** specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
ELA.6.AOR.1.1	Analyze how specific events and **descriptive details** develop the plot, reveal aspects of the characters, and/or **create meaning.**
ELA.5.AOR.1.1	Analyze how setting, characters, and conflict impact plot development.
ELA.4.AOR.1.1	Explain how setting and **conflict** cause characters to change and how conflict(s) contributes to **plot development**.
ELA.3.AOR.1.1	Explain how one or more characters develop throughout the plot.
ELA.2.AOR.1.1	Describe the main story elements and **sequence** the important events.
ELA.1.AOR.1.1	Identify and describe the **main story elements**, such as character(s), setting, and events that move the plot forward.
ELA.K.AOR.1.1	Identify and describe the **main character(s)**, **setting**, and **events** that move the **plot** forward.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Code	Figurative Language
ELA.E4.AOR.1.2	Evaluate and critique an author's use of figurative language within and across texts.
ELA.E3.AOR.1.2	Evaluate an author's use of figurative language within and across texts.
ELA.E2.AOR.1.2	Analyze an author's use of figurative language in a text(s); explain an author's use of **allegory.**
ELA.E1.AOR.1.2	Analyze how figurative language impacts, mood, tone, and meaning in a text(s); explain an author's use of **allusion.**
ELA.8.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of **symbolism.**
ELA.7.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning.
ELA.6.AOR.1.2	Explain how figurative language impacts **mood, tone**, and meaning.
ELA.5.AOR.1.2	Analyze how figurative language impacts meaning and contributes to the reader's experience.
ELA.4.AOR.1.2	Determine and explain how figurative language impacts **meaning** and contributes to the reader's experience.
ELA.3.AOR.1.2	Identify and explain the purpose of forms of figurative language to include **metaphor, hyperbole**, and idioms.
ELA.2.AOR.1.2	Identify and explain the purpose of forms of figurative language to include **similes, personification,** and **idioms**.
ELA.1.AOR.1.2	Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as **descriptive phrases** and words, and **imagery.**
ELA.K.AOR.1.2	Identify forms of **figurative language** to include **alliteration** and **onomatopoeia**, as well as **descriptive words** and **rhyme** in a text.

Applications of Reading (AOR)

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<tr><td colspan="2">ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.</td></tr>
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Code	Theme
ELA.E4.AOR.2.1	Evaluate and critique the development of universal themes across literary texts from different times, places, and/or cultures.
ELA.E3.AOR.2.1	Evaluate the development of universal themes across literary texts from different times and/or places.
ELA.E2.AOR.2.1	Analyze the development of universal themes across literary texts from different times and/or places.
ELA.E1.AOR.2.1	Determine a **universal theme(s)** and explain how key details contribute to its development over the course of a literary text.
ELA.8.AOR.2.1	Analyze how key details contribute to the development of two or more themes within and across literary texts.
ELA.7.AOR.2.1	Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).
ELA.6.AOR.2.1	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.
ELA.5.AOR.2.1	Explain the development of an explicit or implied theme over the course of a literary text.
ELA.4.AOR.2.1	Identify and explain an explicit or **implied theme** and how it is developed by key details in a literary text.
ELA.3.AOR.2.1	Explain an explicit theme and how it is developed by **key details** in a literary text.
ELA.2.AOR.2.1	Identify and explain an **explicit theme** in a literary text.
ELA.1.AOR.2.1	Retell a story using main story elements and identify a **lesson** in a literary text.
ELA.K.AOR.2.1	Retell familiar **stories** using **main story elements** in a literary text**.**

Applications of Reading (AOR)

<td colspan="2">**ELA.AOR.2:** Evaluate and critique the development of themes and central ideas within and across texts.</td>

Code	Central Idea
ELA.E4.AOR.2.2	Evaluate and critique the development of similar central ideas across historical speeches or essays from different times, places, and/or cultures.
ELA.E3.AOR.2.2	Analyze the development of similar central ideas across historical speeches or essays from different times and/or places.
ELA.E2.AOR.2.2	Analyze how the author of a **historical speech or essay** uses supporting details to develop the central idea over the course of a text.
ELA.E1.AOR.2.2	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
ELA.8.AOR.2.2	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.
ELA.7.AOR.2.2	Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.
ELA.6.AOR.2.2	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.
ELA.5.AOR.2.2	Explain the development of a stated or implied central idea over the course of an informational text.
ELA.4.AOR.2.2	Identify and explain a stated or **implied central idea** and how it is developed by supporting details in an informational text.
ELA.3.AOR.2.2	Explain a **stated central idea** and how it is developed by supporting details in an informational text.
ELA.2.AOR.2.2	Identify and explain a central idea and supporting details in an informational text.
ELA.1.AOR.2.2	Identify a **central idea** and supporting details in an informational text.
ELA.K.AOR.2.2	Retell familiar texts by identifying the **topic** and **supporting details** in an informational text.

Applications of Reading (AOR)

ELA.AOR.3: Evaluate and critique how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

Code	Point of View and Perspective in Literary Texts
ELA.E4.AOR.3.1	Evaluate and critique how points of view and/or perspectives shape style and meaning within and across texts.
ELA.E3.AOR.3.1	Evaluate how points of view and/or perspectives shape **style** and **meaning** within and across texts.
ELA.E2.AOR.3.1	Analyze how points of view and/or perspectives create effects to include **verbal,** dramatic, and/or situational **irony.**
ELA.E1.AOR.3.1	Analyze how points of view and/or perspectives create effects to include **situational irony**, suspense, and/or dramatic irony.
ELA.8.AOR.3.1	Analyze how points of view and/or perspectives create effects to include **suspense** and **dramatic irony**.
ELA.7.AOR.3.1	Analyze how an author uses point(s) of view to develop and contrast perspectives of different characters and/or the narrator.
ELA.6.AOR.3.1	Determine and explain the impact of multiple narrators or shifts in point of view and/or perspective.
ELA.5.AOR.3.1	Explain how the author develops the perspective of a character(s) and the **narrator**.
ELA.4.AOR.3.1	Explain how point of view impacts the story; compare and contrast different characters' perspectives.
ELA.3.AOR.3.1	Identify a narrator's **perspective**; explain different characters' points of view.
ELA.2.AOR.3.1	Identify and explain a character's **point of view** to include **first and/or third person**.
ELA.1.AOR.3.1	Identify and explain **who is telling a story**.
ELA.K.AOR.3.1	Identify and explain the role of the **author** and the **illustrator** in a literary text.

Applications of Reading (AOR)

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<tr><td colspan="2">ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.</td></tr>
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Code	Perspective and Purpose in Informational Texts
ELA.E4.AOR.4.1	Evaluate and critique an author's perspective and/or purpose and how an author uses rhetoric to shape **style** and **meaning.**
ELA.E3.AOR.4.1	Evaluate an author's perspective and/or purpose and how an author uses rhetoric to shape **style** and **meaning**.
ELA.E2.AOR.4.1	Analyze an author's perspective and/or purpose and how an author uses rhetoric to advance the purpose.
ELA.E1.AOR.4.1	Analyze an author's perspective or purpose, and explain how an author uses rhetoric to advance the purpose.
ELA.8.AOR.4.1	Analyze an author's perspective; determine how an author uses **rhetoric** to advance the purpose.
ELA.7.AOR.4.1	Determine an author's perspective, and analyze how purpose is conveyed through that perspective.
ELA.6.AOR.4.1	Analyze an author's purpose in multiple accounts of the same event or topic.
ELA.5.AOR.4.1	Analyze an author's purpose and explain how that purpose is conveyed through the author's perspective.
ELA.4.AOR.4.1	Determine two or more authors' purposes with the same topic, and compare and contrast perspectives.
ELA.3.AOR.4.1	Determine and explain an author's purpose; identify an **author's perspective on a topic**.
ELA.2.AOR.4.1	Determine and explain an author's purpose to include to entertain, explain, inform, or persuade.
ELA.1.AOR.4.1	Identify an **author's purpose** to include **to entertain, explain, inform**, or **persuade.**
ELA.K.AOR.4.1	Identify and explain the role of the **author** and the **illustrator** in an informational text.

Applications of Reading (AOR)

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Literary Text Structure
ELA.E4.AOR.5.1	Evaluate and critique how an author uses words, phrases, and text structure to create effects and contribute to the overall meaning in a literary text.
ELA.E3.AOR.5.1	Analyze how an author uses words, phrases, and text structure to create **effects** and contribute to the overall meaning in a literary text.
ELA.E2.AOR.5.1	Analyze how an author uses words, phrases, and/or ordering of events to impact meaning and style in a literary text.
ELA.E1.AOR.5.1	a. Analyze how the structure of a literary text contributes to meaning and style. b. Analyze how an author uses words, phrases, and/or ordering of events to create **mystery**, **tension,** foreshadowing, flashback, and/or suspense.
ELA.8.AOR.5.1	a. Determine and explain how the structure of a literary text contributes to **meaning** and **style**. b. Determine and explain how an **author's use of words**, **phrases**, and/or **ordering of events** creates **foreshadowing**, **flashback**, or **suspense**.
ELA.7.AOR.5.1	Analyze how a sequence of events, chapters, scenes, or stanzas contribute to the development of a literary text.
ELA.6.AOR.5.1	Explain how a sequence of events, chapters, scenes, or stanzas contribute to the development of a literary text.
ELA.5.AOR.5.1	Explain how a **sequence of events**, chapters, scenes, and/or stanzas fit together to provide the structure of a literary text.
ELA.4.AOR.5.1	Compare and contrast the **structural elements of literary texts** to include **events, chapters, scenes,** and/or **stanzas**.
ELA.3.AOR.5.1	Compare and contrast the basic structure of literary texts to include narrative, drama, and poetry.
ELA.2.AOR.5.1	Identify and explain the **basic structure of a literary text** to include narrative, drama, and poetry.
ELA.1.AOR.5.1	Identify the basic **characteristics of a literary text structure** to include **titles, lines, stanzas, sentences,** and **paragraphs**.
ELA.K.AOR.5.1	Identify and describe the different **genres of literary text** to include **narrative, drama,** and **poetry**.

Applications of Reading (AOR)

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ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Informational Text Features and Structures
ELA.E4.AOR.5.2	Evaluate and critique text structures and features within an informational text, and how an author could make the text more effective.
ELA.E3.AOR.5.2	Evaluate the text structures and features within an informational text; analyze how an author could make the text more effective.
ELA.E2.AOR.5.2	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
ELA.E1.AOR.5.2	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
ELA.8.AOR.5.2	Analyze how text structure(s) and/or text features impact the author's purpose and/or meaning in an informational text.
ELA.7.AOR.5.2	Explain how text structure(s) and/or text features impact the author's purpose in an informational text.
ELA.6.AOR.5.2	Analyze how text structure(s) and/or text features impact meaning in an informational text.
ELA.5.AOR.5.2	Determine and explain how text structures and/or features contribute to the overall meaning in an informational text.
ELA.4.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of **problem and solution, chronological**, and/or **compare and contrast** in an informational text.
ELA.3.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of **description/list,** and/or **cause and effect** in an informational text.
ELA.2.AOR.5.2	Explain how text features contribute to **meaning** in an informational text; identify the **text structure** of **sequence** in an informational text.
ELA.1.AOR.5.2	Identify text features such as **captions, graphs, glossaries**, **tables of content**, and **maps** in an informational text.
ELA.K.AOR.5.2	Identify **text features** such as **title, headings, subheadings**, and **illustrations** or **photographs** in an informational text.

Applications of Reading (AOR)

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ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Argument and Rhetoric
ELA.E4.AOR.5.3	Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information.
ELA.E3.AOR.5.3	Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.
ELA.E2.AOR.5.3	Compare how two authors with opposing views develop arguments in informational text; evaluate the effectiveness of each author's reasoning, rhetoric, and/or **validity of claims**.
ELA.E1.AOR.5.3	Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
ELA.8.AOR.5.3	Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.
ELA.7.AOR.5.3	Trace the development of an author's argument while explaining the types of reasoning used and/or the rhetorical appeal of **pathos, logos**, or ethos in an informational text.
ELA.6.AOR.5.3	Trace the development of an author's argument while identifying the **types of reasoning** used and/or the **rhetorical appeal of ethos** in an informational text.
ELA.5.AOR.5.3	Determine an author's **argument** and trace its development while identifying claims, supporting reasons, and evidence in an informational text.
ELA.4.AOR.5.3	Explain an author's use of reasons and evidence to support a claim or claims in an informational text.
ELA.3.AOR.5.3	Identify an author's **claim**, and explain how an author uses **reasons** to support that claim in an informational text.
ELA.2.AOR.5.3	Identify when an author expresses an opinion and uses **evidence** to support that opinion in an informational text.
ELA.1.AOR.5.3	Identify an author's opinion about a topic in an informational text.
ELA.K.AOR.5.3	Explain the difference between **facts** and **opinions** about a **topic** in an informational text.

Applications of Reading (AOR)

ELA.AOR.6: Summarize and paraphrase texts to support understanding.

Code	Summarizing and Paraphrasing
ELA.E4.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.E3.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.E2.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.E1.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.8.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.7.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.6.AOR.6.1	Summarize and/or paraphrase content from grade-level text.
ELA.5.AOR.6.1	Summarize a text to enhance comprehension: • Include plot, theme, and relevant key details for a literary text; • Include a central idea and relevant supporting details for an informational text.
ELA.4.AOR.6.1	Summarize a text to enhance comprehension: • Include plot, theme, and relevant key details for a literary text; • Include a central idea and relevant supporting details for an informational text.
ELA.3.AOR.6.1	Summarize a text to enhance comprehension: • Include **plot,** theme, and key details for a literary text. • Use a central idea and supporting details for an informational text.
ELA.2.AOR.6.1	Retell a text to enhance comprehension: • Use main story elements in a logical **sequence** for a literary text. • Use a central idea and supporting details for an informational text.
ELA.1.AOR.6.1	Retell a text in oral or written form to enhance comprehension: • Use **main story elements** at the **beginning, middle,** and **end** for a literary text. • Use a **central idea** and supporting details for an informational text.
ELA.K.AOR.6.1	Retell a text orally to enhance comprehension: • Use **main character(s), setting**, and **important events** for a story. • Use **topic** and **supporting details** for an informational text.

Applications of Reading (AOR)

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Code	Vocabulary: Context and Connotation
ELA.E4.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.E3.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.E2.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.E1.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.8.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.7.AOR.7.1	Use word relationships, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.6.AOR.7.1	Use **word relationships**, figurative language, context clues, reference materials, and/or background knowledge to determine the connotative and denotative meanings of words and phrases.
ELA.5.AOR.7.1	a. Use figurative language, types of context clues, reference materials, and/or background knowledge to identify the meaning of multiple-meaning words and phrases. b. Incorporate the use of word origins to support meaning. c. Identify the **connotative and denotative meanings** of words and phrases.
ELA.4.AOR.7.1	a. Use **figurative language**, types of context clues, reference materials, and/or background knowledge to identify the meaning of multiple-meaning unknown words and phrases. b. Incorporate the use of **word origins** to support meaning.
ELA.3.AOR.7.1	a. Identify **types of context clues** to determine the meaning of multiple-meaning and unknown words and phrases. b. Use reference materials to build and integrate background knowledge.
ELA.2.AOR.7.1	a. Use information from the whole text to provide **context** to determine the meaning of unfamiliar words and multiple-meaning words. b. Use **reference materials** to build and integrate background knowledge.

Code	Vocabulary: Context and Connotation
ELA.1.AOR.7.1	a. Identify and use **word relationships**. b. Build and use background knowledge to determine the meaning of unknown words.
ELA.K.AOR.7.1	a. Identify the **basic functions** of common words. b. Categorize **common words** by their basic functions and **visual characteristics**. c. Build and use **background knowledge** to determine the meaning of unknown words.

Applications of Reading (AOR)

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ELA.AOR.8: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Code	Vocabulary: Morphology
ELA.E4.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.E3.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.E2.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.E1.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.8.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.7.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.6.AOR.8.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.5.AOR.8.1	Identify and use knowledge of **affixes** and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases.
ELA.4.AOR.8.1	Identify and use **Greek and Latin roots** and more complex prefixes and suffixes to extract meaning.
ELA.3.AOR.8.1	Identify and use derivational morphemes, prefixes, **suffixes**, and phonic patterns to extract meaning.
ELA.2.AOR.8.1	Identify and use phonic patterns and inflectional morphemes that change the spelling of the base word, and identify grade-appropriate **prefixes** to extract meaning.
ELA.1.AOR.8.1	Identify and use **phonic patterns** and **inflectional morphemes** that do not change the spelling of the **base word**.
ELA.K.AOR.8.1	Use knowledge of **morphemes** to extract meaning from **oral language.**

Research (R)

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.	

Code	Investigating and Refining Knowledge
ELA.E4.R.1.1	a. Conduct research using a variety of sources. b. Refine the scope of inquiry as relevant to the purpose. c. Evaluate the credibility of sources while determining which ones are relevant to the purpose. d. Synthesize and organize findings as relevant to the purpose.
ELA.E3.R.1.1	a. Conduct research using a variety of sources. b. Refine the scope of inquiry as relevant to the purpose. c. Evaluate the credibility of sources while determining which ones are relevant to the purpose. d. Logically organize findings as relevant to the purpose.
ELA.E2.R.1.1	a. Conduct research using a variety of sources to answer a self-generated question(s). b. Refine the scope of inquiry as relevant to the purpose. c. Analyze the credibility of sources while determining which ones are relevant to the purpose. d. Logically organize findings as relevant to the purpose.
ELA.E1.R.1.1	a. Generate and answer a relevant research question(s). b. Conduct research to refine the scope of inquiry as relevant to the purpose. c. Analyze the credibility of sources while determining which ones are relevant to the purpose. d. Logically organize findings.
ELA.8.R.1.1	a. Generate and answer a relevant research question(s). b. Conduct research to refine the scope of inquiry as relevant to the purpose. c. Analyze the credibility of sources while determining which ones are relevant to the purpose. d. Organize findings.
ELA.7.R.1.1	a. Generate and refine a research question(s) to make it relevant to the purpose. b. Conduct research to refine the **scope of inquiry**. c. Determine the credibility of one or more sources consulted. d. Determine which source(s) is relevant to the purpose and organize findings.
ELA.6.R.1.1	a. Generate a **research question**. b. Conduct research to **refine the scope** of the research question. c. Determine the credibility of one or more sources consulted. d. Determine which source(s) is relevant to the **purpose** and organize findings.
ELA.5.R.1.1	a. Generate a question(s) about a topic for inquiry.

Code	Investigating and Refining Knowledge
	b. Conduct research.
	c. Determine the credibility of one or more sources consulted.
	d. Logically group related **findings**.
ELA.4.R.1.1	a. Generate a question about a topic for inquiry.
	b. Conduct **research**.
	c. Determine the **credibility** of a source.
	d. Group related findings.
ELA.3.R.1.1	a. Ask and answer questions to narrow or broaden thinking about a **topic for inquiry.**
	b. Group findings from a provided source.
ELA.2.R.1.1	a. Ask and answer questions to **narrow or broaden thinking**.
	b. Sequence information from a **provided source**.
ELA.1.R.1.1	Ask and answer questions related to prediction, justification, practical solutions, explaining means to a goal, observation, and construction.
ELA.K.R.1.1	Ask and answer **questions** related to **prediction, justification, practical solutions, explaining means to a goal, observation**, and **construction**.

Written and Oral Communications (C)

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ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

Code	Argumentative Writing

ELA.E4.C.1.1	Write arguments to support claims based on an in-depth analysis of a topic by
	   a. using valid reasoning and relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
	   b. considering counterclaims and refuting with relevant evidence;
	   c. using a logical organizational structure;
	   d. maintaining a formal and objective tone appropriate to the task and audience; and
	   e. providing a conclusion that synthesizes the information and supports the established position.

ELA.E3.C.1.1	Write arguments to support claims based on an in-depth analysis of a topic by
	   a. using valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
	   b. considering and refuting counterclaims with relevant evidence;
	   c. using a logical organizational structure with purposeful transitions;
	   d. maintaining a formal and objective tone appropriate to the task and audience; and
	   e. providing a conclusion that supports the established position.

ELA.E2.C.1.1	Write arguments to support a claim(s) about a topic by
	   a. using valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the subject;
	   b. acknowledging and refuting at least one counterclaim with relevant evidence;
	   c. using a logical organizational structure with purposeful transitions;
	   d. establishing a formal tone appropriate to the **audience and task**; and
	   e. providing a concluding statement that supports the established position.

ELA.E1.C.1.1	Write arguments to support a claim(s) about a topic by
	   a. using **valid reasoning** supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the subject;
	   b. acknowledging and refuting at least one counterclaim with relevant evidence;
	   c. using a logical organizational structure with varied transitions;
	   d. establishing a **formal and objective tone**; and
	   e. providing a concluding statement that supports the **established position**.

ELA.8.C.1.1	Write arguments to support a claim(s) about a topic by
	   a. using logical reasoning supported by facts, data, statistics, and/or **quotes** from a variety of credible sources;
	   b. acknowledging and refuting a counterclaim(s) with **relevant evidence;**

Code	Argumentative Writing
	c. using a logical organizational structure with varied transitions; and d. providing a concluding statement or section.
ELA.7.C.1.1	Write arguments to support a claim about a topic by a. using logical reasoning supported by facts, data, and/or **statistics** as evidence from a credible source(s); b. acknowledging a **counterclaim**; c. using an organizational structure with varied transitions to link ideas; and d. providing a concluding statement or section.
ELA.6.C.1.1	Write arguments to support a claim about a topic by a. using **logical reasoning** supported by facts and/or **data** as evidence from a credible source(s); b. acknowledging an **alternative perspective**; c. using an organizational structure with transitional words and phrases to link ideas; and d. providing a concluding statement or section.
ELA.5.C.1.1	Write arguments to make a claim about a topic by a. using reasons supported by facts from a credible source(s); b. logically grouping ideas using transitional words and phrases; and c. providing a **concluding** statement or **section.**
ELA.4.C.1.1	Write arguments to make a **claim** about a topic by d. using reasons supported by **facts from a credible source(s);** e. logically grouping ideas using transitional words and phrases; and f. providing a concluding statement.
ELA.3.C.1.1	Write opinions about a topic, including reasons supported by **details from a source(s), transitional** words and **phrases**, and a concluding statement.
ELA.2.C.1.1	Write opinion pieces about a topic including supporting reasons, **transitional words**, and a **concluding statement**.
ELA.1.C.1.1	Write **opinion pieces** about a topic, include supporting reasons, and provide a **sense of closure**.
ELA.K.C.1.1	Use a combination of **drawing, dictating,** and **writing** to state a **topic** and communicate an **opinion** and a **supporting reason**.

Written and Oral Communications (C)

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<tr><td colspan="2">ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.</td></tr>
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Code	Informative/Expository Writing
ELA.E4.C.2.1	Write informative/expository texts to analyze complex texts and explain **complex ideas** using logical organization and a tone and voice appropriate to the task and audience.
ELA.E3.C.2.1	Write informative/expository texts to analyze **complex texts** using logical organization and a tone and voice appropriate to the task and audience.
ELA.E2.C.2.1	Write informative texts to analyze and explain information from multiple sources using an organizational structure that logically complements the purpose, appropriate and **varied sentence structure** and transitions, relevant supporting details and commentary, and a tone and voice appropriate to the task and audience.
ELA.E1.C.2.1	Write informative texts to analyze and explain information from multiple sources using a logical organizational structure that complements the **purpose**, appropriate and varied transitions, relevant supporting details and **commentary**, and a tone and voice appropriate to the task and **audience.**
ELA.8.C.2.1	Write informative texts to analyze and explain information from multiple sources, using an organizational structure with appropriate and varied transitions, relevant supporting details, thoughtful elaboration, precise language, and a **tone** appropriate to the **task**.
ELA.7.C.2.1	Write informative texts to analyze and explain information from multiple sources using an organizational structure with appropriate and varied transitions, relevant supporting details, **elaboration**, and precise language.
ELA.6.C.2.1	Write informative texts to analyze and explain information from one or more **sources** using an **organizational structure** with transitional words and phrases to link ideas, relevant supporting details, and **precise language.**
ELA.5.C.2.1	Write informative texts to explain information from one or more sources, logically group related information into paragraphs with transitional words and phrases to link ideas, include facts, definitions, details, and/or quotes, and provide a concluding statement or section.
ELA.4.C.2.1	Write informative texts that introduce a topic, group related information into **paragraphs** using transitional words and phrases to link ideas, include facts, definitions, details, and/or **quotes** to develop the topic, and provide a concluding statement or section.
ELA.3.C.2.1	Write informative texts that introduce a topic, use a **sequenced structure** with **transitional words and phrases** to link ideas, include facts, **definitions**, and/or **details** that are clearly related to the topic, and provide a **concluding** statement or **section**.
ELA.2.C.2.1	Write informative/explanatory pieces that introduce a topic, use facts, **transitions**, and provide a **concluding statement**.
ELA.1.C.2.1	Write informative/explanatory pieces that name a topic, and provide facts and a **sense of closure**.

Code	Informative/Expository Writing
ELA.K.C.2.1	Use a combination of **drawing, dictating, and writing** to compose **informative/explanatory pieces** about a **topic** with **supporting facts.**

Written and Oral Communications (C)

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ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

Code	Narrative Writing
ELA.E4.C.3.1	Write narratives reflecting real or imagined experiences to establish multiple plot lines using a clear point(s) of view and/or perspective(s), and a **variety of techniques** to create mood, tone, and/or tension.
ELA.E3.C.3.1	Write narratives reflecting real or imagined experiences to establish multiple plot lines using a clear point(s) of view and/or **perspective(s)**, effective pacing, and diction to create mood, tone, and/or tension.
ELA.E2.C.3.1	Write narratives reflecting real or imagined experiences using a clear point of view, effective pacing, and diction to create mood, tone, and/or **tension**.
ELA.E1.C.3.1	Write narratives reflecting real or imagined experiences using a clear point of view, **intentional pacing**, and **diction** to create mood, and/or tone.
ELA.8.C.3.1	Write narratives reflecting real or imagined experiences using a clear point of view, relevant details, precise words and phrases, dialogue and thoughts, varied transitions, and figurative language to create **mood** and/or **tone**.
ELA.7.C.3.1	Write narratives reflecting real or imagined experiences using a **clear point of view,** relevant details, precise words and phrases, dialogue and **thoughts**, transitions, and figurative language to create **mood**.
ELA.6.C.3.1	Write narratives reflecting real or imagined experiences using relevant details, **precise** words and **phrases**, dialogue, transitions, and **figurative language.**
ELA.5.C.3.1	Write narratives reflecting real or imagined experiences that establish a plot structure, introduce and develop a narrator and characters, use dialogue, **precise words**, descriptive language, sensory details, transitional words and phrases, and provide an ending.
ELA.4.C.3.1	Write narratives reflecting real or imagined experiences that establish a plot structure, introduce a **narrator** and characters, use **dialogue**, **descriptions**, **sensory details**, transitional words and phrases, and provide an ending.
ELA.3.C.3.1	Write narratives reflecting **real or imagined experiences** that develop a **plot structure**, use **details** about a character(s) and setting, **transitional words and phrases**, and provide an ending.
ELA.2.C.3.1	Write narratives detailing **character(s), setting**, **sequenced events**, temporal words to signal event order, and provide a sense of ending.
ELA.1.C.3.1	Write narratives detailing events in a logical order using **temporal words**, and provide a **sense of ending**.
ELA.K.C.3.1	Use a combination of **drawing, dictating, and writing** to narrate a single **event** or linked events in a logical order.

Written and Oral Communications (C)

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<tr><td colspan="2">**ELA.C.4:** Demonstrate command of standard English grammar and conventions when writing.</td></tr>
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Code	Grammar and Conventions
ELA.E4.C.4.1	Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.E3.C.4.1	Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.E2.C.4.1	Use background knowledge and supporting resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.E1.C.4.1	Use **background knowledge** and **supporting resources** to edit for grammar, usage, mechanics, and **format** in order to finalize drafts for a variety of publication media.
ELA.8.C.4.1	Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.
ELA.7.C.4.1	Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.
ELA.6.C.4.1	Use the rules of and make intentional decisions about standard English grammar, conventions, and spelling appropriate to grade level.
ELA.5.C.4.1	Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.
ELA.4.C.4.1	Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.
ELA.3.C.4.1	Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.
ELA.2.C.4.1	Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.
ELA.1.C.4.1	Use the rules of standard English grammar, conventions, and spelling appropriate to grade level.
ELA.K.C.4.1	Use the **rules of standard English grammar, conventions**, and **spelling** appropriate to grade level.

*Refer to the Conventions Progression Matrix in Appendix F.

Written and Oral Communications (C)

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ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Code	Improving Writing
ELA.E4.C.5.1	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E3.C.5.1	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E2.C.5.1	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E1.C.5.1	Improve writing by planning, editing, considering feedback from adults, peers, and/or online editing tools, and revising to improve clarity and cohesiveness.
ELA.8.C.5.1	Improve writing by planning and editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.
ELA.7.C.5.1	Improve writing by planning and editing while considering feedback from adults and peers, and revising for clarity of content.
ELA.6.C.5.1	Improve writing by planning, revising, editing, considering feedback from adults and peers, and revising for clarity of content.
ELA.5.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.4.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.3.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.2.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.1.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.K.C.5.1	With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.

Written and Oral Communications (C)

ELA.C.6: Write independently and legibly for a variety of tasks and purposes.

Code	Handwriting
	This standard is not addressed after fifth grade.
ELA.5.C.6.1	Demonstrate fluent and legible cursive writing skills.
ELA.4.C.6.1	Demonstrate fluent and legible cursive writing skills.
ELA.3.C.6.1	Write in **cursive** all upper- and lowercase letters.
ELA.2.C.6.1	Print all upper- and lowercase letters and use appropriate spacing for letters, words, and sentences.
ELA.1.C.6.1	Print all upper- and lowercase letters and use appropriate spacing for letters, words, and sentences.
ELA.K.C.6.1	Print all **upper- and lowercase letters**, focusing on **pencil grasp**, **letter formation, legibility**, and **pacing**; use appropriate **spacing for letters**, **words**, and **sentences**.

Written and Oral Communications (C)

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ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.	

Code	Communicating Ideas
ELA.E4.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Create, share, and publish multimedia texts through a range of digital formats to engage a variety of audiences.
ELA.E3.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Create and share and/or publish multimedia texts through a range of digital formats to engage a variety of audiences.
ELA.E2.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Use online platforms to create and export multimedia texts for publication that integrate multimedia elements to engage a variety of audiences.
ELA.E1.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Use **online platforms** to create and export multimedia texts for **publication** that integrate multimedia elements to engage a variety of audiences.
ELA.8.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Use a variety of digital tools and **multimedia elements** to produce multimedia texts for a variety of audiences.
ELA.7.C.7.1	a. Present information orally, with a logical organization, coherent focus, and credible evidence to engage a variety of audiences. b. Use digital tools to produce multimedia texts for a variety of audiences.
ELA.6.C.7.1	a. Present information orally to demonstrate an understanding of the **subject**, using a logical organization, **coherent focus**, and **credible evidence** to engage a variety of audiences. b. Use digital tools to produce multimedia texts.
ELA.5.C.7.1	a. Present information orally to demonstrate an understanding of the subject, using a logical sequence, nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. b. Use digital tools to produce multimedia texts with support from peers and adults.
ELA.4.C.7.1	a. Present information orally to demonstrate an understanding of a topic using a logical sequence, nonverbal cues, appropriate volume, and clear pronunciation. b. Use digital tools to produce multimedia texts with support from peers and adults.

Code	Communicating Ideas
ELA.3.C.7.1	a. Present information orally to demonstrate an understanding of a topic using a logical sequence, nonverbal cues, appropriate volume, and clear pronunciation. b. Identify and use digital tools to produce multimedia texts with support from adults.
ELA.2.C.7.1	a. Present information orally to demonstrate an understanding of a **topic** using a **logical sequence, nonverbal cues**, appropriate volume, and clear pronunciation. b. Identify and use **digital tools** to produce **multimedia texts** with support from adults.
ELA.1.C.7.1	Present information orally in a logical order of events using **complete sentences**, **appropriate volume, clear pronunciation, conjunctions**, and **temporal markers**.
ELA.K.C.7.1	Present information orally in a **logical order of events** using **conjunctions** and **temporal markers.**

Written and Oral Communications (C)

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ELA.C.8: Through collaboration, react and respond to information building upon the ideas of others while respecting diverse perspectives.	

Code	Collaboration and Perspective
ELA.E4.C.8.1	a. Engage in a range of collaborative conversations while effectively and respectfully responding to others while expressing ideas; build upon the ideas of others and respectfully disagree in various settings. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E3.C.8.1	a. Engage in a range of collaborative conversations while effectively and respectfully responding to others while expressing ideas; build upon the ideas of others and respectfully disagree in various settings. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E2.C.8.1	a. Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E1.C.8.1	a. Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.8.C.8.1	a. Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on **evidence**.
ELA.7.C.8.1	a. Engage in a range of collaborative conversations about grade-appropriate topics and texts; acknowledge new information expressed by others and when necessary, modify personal ideas. b. Consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or **issue**.
ELA.6.C.8.1	a. Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, and pose and respond to questions to clarify thinking, and express new ideas. b. Consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

Code	Collaboration and Perspective
ELA.5.C.8.1	a. Engage in focused conversations about **grade-appropriate topics** and texts; build on the ideas of others, and pose and respond to questions to clarify thinking, and express new ideas. b. Consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of **diverse perspectives**.
ELA.4.C.8.1	a. Enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas. b. Consider and reflect upon the ideas expressed during conversations.
ELA.3.C.8.1	a. Enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify **thinking** and express new ideas. b. Consider and reflect upon the ideas expressed during conversations.
ELA.2.C.8.1	a. Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions. b. Consider the ideas of others by restating what they say during conversations.
ELA.1.C.8.1	a. Enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions. b. Consider the ideas of others by restating what they say during conversations.
ELA.K.C.8.1	a. Enter a **conversation** by **greeting, taking turns**, and responding to others with **statements, phrases**, and/or **questions**. b. Consider the **ideas of others** while engaging in **conversations**.

Written and Oral Communications (C)

 	
ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.	

Code	Evaluating Ideas
ELA.E4.C.9.1	a. Evaluate one or more speaker's **perspective(s)** and **stance(s)**, while critiquing **diction**, **tone**, supporting evidence, and any logical fallacies and biases that may be present. b. Evaluate and critique a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.
ELA.E3.C.9.1	a. Evaluate the effectiveness and validity of a speaker's argument and supporting evidence, while analyzing any logical fallacies and biases that may be present. b. Evaluate and critique a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.
ELA.E2.C.9.1	a. Analyze the effectiveness and validity of a speaker's argument and supporting evidence, while identifying any **logical fallacies** and **biases** that may be present. b. Evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.
ELA.E1.C.9.1	a. Analyze the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence. b. Evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate style for the audience.
ELA.8.C.9.1	a. Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the **reasoning** and relevance and sufficiency of the evidence. b. Analyze a presentation to determine how a speaker articulates a clear **message**, addresses possible misconceptions or objections, chooses appropriate media, and uses an appropriate **style** for the audience.
ELA.7.C.9.1	a. Determine the effectiveness of a speaker's argument and specific claims, evaluating the relevance of the evidence. b. Analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.
ELA.6.C.9.1	a. Determine the effectiveness of a speaker's argument and specific claims, distinguishing substantiated claims from unsubstantiated claims.

Code	Evaluating Ideas
	b. Determine how a speaker articulates a clear message, chooses appropriate **media**, and/or uses appropriate **voice** for the **audience**.
ELA.5.C.9.1	Determine if a speaker's **argument** is effective by identifying claims and explaining how they support the argument.
ELA.4.C.9.1	Identify and explain a speaker's claim(s) and supporting reasons and **evidence**.
ELA.3.C.9.1	Identify a speaker's **claim** and at least one supporting reason.
ELA.2.C.9.1	Identify a speaker's **opinion** and at least one **supporting reason**.
ELA.1.C.9.1	Listen to others to ask and answer questions on a topic.
ELA.K.C.9.1	Ask and answer **questions** in **conversation** on a **topic.**

Appendix F: Conventions Progression Matrix

This section provides a matrix that outlines the expected progression of conventions' introduction, development, and mastery through all grade levels.

Skill Introduction Level	Symbol
The skill is **introduced**.	I
The skill is **developed**.	D
The skill is **reinforced** after mastery.	R

Mechanics

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Capitalization													
Sentence beginnings	I	D	R										
Names of people, dates		I	D	D	R								
Proper adjectives					I	D	D	D	D	R			
Pronoun *I*	I	D	D	R									
Holidays, product names, and geographic names			I	D	D	D	D	D	R				
Dialogue					I	D	D	D	D	D	R		
Words in titles					I	D	D	R					
Punctuate with periods													
Use end punctuation	I	D	D	R									
Abbreviations				I	D	R							
Initials and titles of people			I	D	D	R							
Dialogue				I	D	D	D	R					
Punctuate with exclamation points		I	D	D	R								
Punctuate with question marks		I	D	D	R								
Punctuate with commas													

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Separate items in a series: Words		I	D	D	R								
Separate items in a series: Phrases & Clauses				I	D	D	D	D	R				
Compound sentences			I	D	D	R							
Clause (initial dependent)				I	D	D	D	D	R				
Clauses: Restrictive (essential - no commas) & Nonrestrictive (nonessential - commas)						I	D	D	D	D	R		
Use a comma after day and before the year in date		I	D	D	D	R							
Use commas in addresses			I	D	D	R							
Use commas in quotation marks in dialogue			I	D	D	D	D	R					
Use a comma to set off words like yes/no or tag question from rest of sentence, and to indicate direct address					I	D	D	D	R				
Prepositional phrases of four or more words at the beginning of the sentence (set off by commas)					I	D	D	D	R				
Conjunctive adverbs (set off by commas)							I	D	D	R			
Advanced phrases & clauses (appositives, participles, etc.)					I	D	D	D	D	R			
Use commas (and quotation marks) to mark direct speech and quotations from text				I	D	D	D	R					
Use a comma after greetings and closings in a letter			I	D	R								
Punctuate with quotation marks, underlining, italics													
Direct quotations (quotes)			I	D	D	D	R						
Title of short work (quotes)					I	D	D	R					

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Word reference (quotes)						I	D	D	R				
Title of work (italics/underline)					I	D	D	D	D	R			
Punctuate with apostrophes													
Form and use possessives			I	D	D	R							
Create contractions				I	D	D	R						
Punctuate with colons													
Between the hour and minutes in time		I	D	D	R								
Introduce a list (after a complete sentence)						I	D	D	R				
After salutations in a business letter						I	D	D	D	R			
Introduce a quote (after a complete sentence)								I	D	R			
Punctuate with semicolons													
Separate two independent clauses								I	D	D	R		
Use semicolon to set off a series of items if there are commas within the items										I	D	R	
Punctuate with ellipses or dash to indicate an omission or a pause or break								I	D	D	D	D	R

Parts of Speech

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Use nouns in writing													
Common	I	D	D	R									
Proper		I	D	D	R								
Possessive				I	D	D	R						
Singular/plural	I	D	D	R									
Abstract			I	D	D	R							

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Collective			I	D	D	R							
Direct objects						I	D	D	D	D	R		
Indirect objects								I	D	D	R		
Predicate nouns								I	D	D	R		
Appositives									I	D	R		
Gerunds							I	D	D	D	D	R	
Use pronouns in writing													
Use pronoun *I*	I	D	R										
Use personal pronouns (subject, object, possessive)			I	D	D	D	R						
Use relative pronouns					I	D	D	D	D	D	R		
Use intensive and reflexive pronouns							I	D	D	D	D	R	
Pronoun antecedent agreement			I	D	D	D	D	D	D	D	D	D	R
Use verbs in writing													
Action	I	D	D	D	D	R							
Linking (forms of *be*)			I	D	D	D	D	D	D	R			
Linking verbs				I	D	D	D	D	D	R			
Progressive tense				I	D	R							
Present/past/future tense		I	D	D	D	D	D	R					
Perfect tense					I	D	D	D	D	D	R		
Interrogative, imperative, indicative, subjunctive, conditional mood					I	D	D	D	D	D	R		
Active/passive voice							I	D	D	D	D	R	
Subject-verb agreement		I	D	D	D	D	D	D	D	D	D	D	R
Use adjectives in writing													

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Articles			I	D	D	D	R						
Recognize words adjectives modify			I	D	D	D	R						
Common adjectives		I	D	D	R								
Proper adjectives						I	D	D	R				
Pronouns as adjectives (possessive, demonstrative)					I	D	R						
Comparatives/superlatives			I	D	D	D	R						
Prepositional phrases (adjectival)							I	D	D	D	R		
Interrogative adjectives				I	D	D	R						
Predicate adjectives							I	D	D	R			
Participles							I	D	D	D	R		
Use adverbs in writing													
Recognize words adverbs modify			I	D	D	D	D	D	R				
Prepositional phrases (adverbial)								I	D	D	R		
Use conjunctions in writing													
Common conjunctions		I	D	D	D	D	D	D	D	R			
Correlative						I	D	D	D	R			
Coordinating/subordinating conjunctions			I	D	D	D	D	D	D	R			
Use prepositions in writing				I	D	D	D	D	R				
Use interjections in writing				I	D	D	R						

Complete Sentences

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Subjects and predicates		I	D	D	D	D	D	D	D	R			
Prepositional phrases (grade 4) vs. clauses (both grade 7)				I	D	D	D	D	D	R			
Independent vs. dependent clauses				I	D	D	D	D	D	R			
Avoid and/or correct fragments and run-on sentences				I	D	D	D	D	R				

Miscellaneous

Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Avoid misplaced modifiers							I	D	D	D	D	D	R
Use infinitives							I	D	D	D	R		
Use sentences of different types and structures													
Declarative	I	D	R										
Imperative, interrogative, exclamatory		I	D	D	D	R							
Simple	I	D	D	R									
Compound		I	D	D	D	D	D	D	R				
Complex				I	D	D	D	D	D	D	R		
Compound-complex							I	D	D	D	D	D	R

 *Adapted from PATTAN document

Appendix G: Vocabulary Support

This section offers support for entering and understanding the vocabulary standards.

5 Types of Context Clues

Type of Context Clue	Definition and Examples
Definition/ Explanation Clues	Sometimes a word's or phrase's meaning is explained after its use. Example: "Gobblebobble is a type of candy, which is eaten in many countries around the world."
Restatement/ Synonym Clues	Sometimes a difficult word or phrase is said in a simple way. Example: "Jose ate a gobblebobble because he wanted something sweet." Because the sentence says that Jose ate the gobblebobble and that it was sweet, it must be something sweet that you eat.
Contrast/ Antonym Clues	Sometimes a word or phrase is clarified by using the opposite meaning somewhere close to the word. Example: "Jose wanted to eat a gobblebobble, but Marley wanted to eat chips." The word "but" tells the reader that an opposite thought follows "but".
Inference/ General Clues	Sometimes a word or phrase is not immediately clarified within the same sentence. Relationships are inferred or implied. The reader must look for clues within, before, and after the sentence where the word is used. Example: "The gobblebobble was Joe's favorite treat. He loved candy and this one was the best!" The word "candy" in the second sentence implies that a gobblebobble is a type of candy.
Punctuation	Readers can also use punctuation and type style to infer meaning, such as quotation marks (showing the word has a special meaning), dashes, parentheses or brackets (enclosing a definition), and italics (showing the word will be defined). Examples: Jose liked to eat "gobblebobbles". Gobblebobbles are small red candies. Jose liked to eat gobblebobbles- small red candies. Jose liked to eat gobblebobbles (small red candies). Jose liked to eat *gobblebobbles*, small red candies.

Appendix H: Rhetoric Support

The SC CCR ELA Standards move the introduction of rhetoric from English 1 to sixth grade. Identifying, recognizing, and ultimately analyzing multimodal texts for rhetoric is a real-world skill that impacts critical thinking and decision making. Teaching rhetorical analysis effectively requires that students slowly build background knowledge in preceding grade levels. Listed below are the rhetorical appeals of ethos, pathos, and logos, as well as a sampling of rhetorical devices students may encounter.

Term	Definition	Example
Ethos	Ethos enters the indicators in sixth grade. The rhetorical appeal of ethos is a technique used to persuade the audience based on the speaker's credibility, social standing, and/or knowledge.	• "As a doctor, I believe…" • Celebrity endorsements
Pathos	Pathos enters the indicators in seventh grade. The rhetorical appeal of pathos is a technique used to make the audience feel a certain way by creating an emotion.	• Commercials showing images of neglected animals to seek donations • Dylan Thomas's poem "Do Not Go Gentle Into that Good Night" uses repetition of "do not go gentle into that good night" to appeal to his dying father to not give up.
Logos	Logos enters the indicators in eighth grade. The rhetorical appeal of logos is a technique that uses facts, logic, and reasons to persuade an audience. Logos includes inductive and deductive reasoning. (Refer to the types of reasoning in the AOR glossary.)	• A speaker who wants to install a new traffic light may cite evidence of collisions. • A detergent advertisement may provide statistics showing how much more effective their product is than others.

Rhetorical devices are the tools used by writers and speakers to achieve their purpose. The rhetorical devices listed below are for example only and are not a prescriptive list.

Term	Definition	Example
Rhetorical Question	A rhetorical question is not intended to be answered. It is used for effect or to place emphasis on a particular point.	"What's in a name? That which we call a rose/ By any other name would smell as sweet." – William Shakespeare, *Romeo and Juliet*
Repetition	By using repetition, an author or speaker can place emphasis on a particular point and increase the intensity of what is being repeated.	"I Have a Dream" by Martin Luther King, Jr.

Term	Definition	Example
Parallelism	By using similar grammatical structure, sounds, and/or meter, an author or speaker can place emphasis on a particular point or idea.	"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness…" Charles Dickens, *A Tale of Two Cities*
Asyndeton	By omitting conjunctions between words and phrases, an author or speaker can speed up the pace or rhythm of a line or sentence.	"Are all thy conquests, glories, triumphs, spoils, Shrunk to this little measure?" William Shakespeare, *Julius Caesar*
Polysyndeton	By using a conjunction between each word, phrase, or clause, an author or speaker can slow down the pace or rhythm of a line or sentence and create an effect of building up or giving weight to the words being spoken.	"Neither snow nor rain nor heat nor gloom of night stays the couriers from the swift completing of their appointed rounds." US Postal Service

It is important for teachers to note that authors and speakers may also use literary devices and figurative language as devices of rhetoric.

Appendix I: Research Strand Support

The following resources support the research strand standard and indicators.

Types of Questioning

Type	Example
Predicting	What will happen if _____?
Justifying cause of event	Why did _____?
Solution	What could _____ do/use?
Explaining means to goal	Why could _____ do that/use that?
Explaining observation	How can we tell _____?
Explaining construction of objects	Why is _____ made of _____?

Evaluating Sources

It is important to evaluate sources read. Sources can be evaluated in the following ways:

- authority/credibility,
- accuracy/verifiability,
- bias/objectivity,
- currency/timeliness,
- scope/depth, and/or
- intended audience/purpose.

Appendix J: Special Education Insights

Considerations for Students Identified with a Disability

For students enrolled in special education, regardless of disability category, instruction must be individualized to the areas of the student's specific need. The role of an individualized education program (IEP) is to provide special education students a free and appropriate education (FAPE) in the least restrictive environment (LRE) to the maximum extent possible. Local education agencies achieve this goal through individualized specialized instruction and supports as outlined in a student's IEP.

In order for the special education student to be involved in and make progress in the general education curriculum, i.e. the same curriculum as for non-disabled children, as described in 20 U.S.C. § 1414(d)(1)(A)(i)(I)(aa) and 34 C.F.R. § 300.320(a)(1)(i), IEP teams develop an IEP to meet a student's identified needs and to provide the most access to and support academic progress aligned with state academic standards. IEP teams develop an IEP to meet a student's identified needs and to provide the most access to and support academic progress aligned with state academic standards. Rigorous IEP goals promote progression through general education academic standards to ultimately prepare special education students for higher education, employment, and independent living. An IEP should consider a student's present levels of performance and include the steps necessary to close the gap with that student's non-disabled same aged peers.

The objective for both general education students and special education students is to master grade level academic standards. A student's IEP must be based on individualized supports identified by the IEP team and described in the IEP. The IEP team should consider a vertical progression of skills, which are aligned with academic grade level standards. The IEP team should write an IEP to meet the student where they are, whatever grade level standard that might be (i.e., a grade level below), and then design appropriate next steps to progress the student's skills. IEPs are based on individual strengths and weaknesses, regardless of grade level, with the goal of meeting the *Profile of the South Carolina Graduate*.

General education teachers have a responsibility to ensure access to the general education curriculum, which supports the academic standards, using the accommodations and supports in the IEP. A student's IEP should include formative and summative diagnostic data, gathered by both general education staff and special education staff, to inform IEP goals through consistent progress monitoring.

IDEA Section 300.1
IDEA Section 300.320

Guiding Principle

IDEA recognizes thirteen disability categories. Each of these categories is unique with specific needs should be considered for each individual student relative to progress and access to the general education curriculum in all applicable settings.

IDEA's Categories of Disability

- Autism
- Deaf and hard of hearing
- Deaf-blindness
- Developmental delay
- Emotional disabilities
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech-language impairment
- Traumatic brain injury
- Visual impairment

Appendix K: Gifted and Talented Insights

Considerations for Providing Gifted and Talented Services

Regulation 43-220 defines students who should receive gifted and talented services as: "those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential."

South Carolina's definition of gifted and talented services is consistent with the language included in the foreword to *National Excellence: A Case for Developing America's Talent* (Ross, 1993), which itself is based on the definition in the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988:

- Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.
- Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

"To put this definition into practice," *National Excellence* continues, "schools must develop a system to identify gifted and talented students" – a system that operates in the following manner:

- Seeks variety – looks throughout a range of disciplines for students with diverse talents;
- Uses many assessment measures – uses a variety of appraisals so that schools can find students in different talent areas and at different ages;
- Is free of bias – provides students of all backgrounds with equal access to appropriate opportunities;
- Is fluid – uses assessment procedures that can accommodate students who develop at different rates and who interests may change as they mature;
- Identifies potential – discovers talents that are not readily apparent in students, as well as those that are obvious; and
- Assesses motivation – considers the drive and passion that play a key role in accomplishment (Ross, 1993, p. 26).

In addition to the services provided through gifted and talented program models, districts should attend to instructional provisions for gifted and talented services in the general education classroom. Depending on the nature of the gifted and talented program being implemented, identified students may spend much of their school time in a regular heterogeneous classroom.

These students are gifted and talented one hundred percent of the time, not just the percentage of time spent in a pull-out program or special class.

When considering the needs of gifted and talented learners in the general education classroom, teachers need to consider the diversity of the learners they serve. Equal opportunity for all students in the classroom does not and should not mean identical content and activities. To accommodate the needs of gifted and talented students in the general education classroom, standards and instruction must be flexible in aspects such as pace, depth, complexity, and novelty. This is accomplished by considering the varied readiness levels, interests, passions, and learning styles of the students, and using effective differentiation practices to meet the individual needs of students. All students – even those who demonstrate mastery of the standards – are expected to learn and grow.

Guiding Principles

What, then, can teachers do to provide gifted and talented services in the general education classroom? Presented in the following sections are recommended instructional provisions regarding content, process, product, and the learning environment.

Content - Knowledge, Understandings, and Skills Students Should Learn:
- Develop lessons and activities that align with content standards and include tasks that support mastery, depth, and acceleration of those standards (Cotabish, Dailey, & Jackson, 2017; Kettler, 2018; Rimm, Siegle, & Davis, 2018; Stambaugh & VanTassel-Baska, 2017).
- Use pre-assessment techniques to establish what students already know as well as what they don't know (Inman & Roberts, 2018; Tomlinson, 2014; VanTassel-Baska, 2014).
- Increase the pace of gifted and talented services through acceleration or compacting of the standards in terms of skills and/or knowledge areas. Do not re-teach the mastered content standards (Assouline & Lupkowski-Shoplik, 2018; Riley, 2009; Robinson, Shore, & Enersen, 2007).
- Adjust the complexity for gifted and talented learners by providing more complex/abstract materials for gifted and talented learners (Tomlinson, 2014).
- Select research-based resources.
- Use effective grouping practices during instruction (Gentry, 2014; Gentry, & Tay, 2017).
- Use ongoing formative assessments to pace instruction based on the learning rates (Tomlinson, 2014).
- Provide mentors who demonstrate unusual interest in specific content areas (Robinson, Shore, & Enersen, 2007).
- Allow students time to reflect and construct meaning.

Process - How Students Come to Understand or Make Sense of the Content
- Teach strategies that students need to process content and to create products.

- Provide tiered activities where students learn information, strategies, and skills, but proceed at different levels of support, challenge, and complexity (Rimm, Siegle, & Davis, 2018; Tomlinson, 2014).
- Give students choices throughout the instructional process—in topics, ways of learning, modes of expression, and working conditions.
- Use a variety of modes to present or introduce information.
- Give students open-ended tasks to encourage exploration, collaboration, and discourse.
- Use flexibility in assigning groups and tasks.
- Allow students to work independently some of the time and collaboratively in groups at other times. (The majority of a student's time in group-work should be spent with intellectual peers.)
- Structure a metacognitive approach for accomplishing academic tasks.
- Make sure that all students are actively participating in the learning process. It is essential that gifted and talented students be engaged in their learning.

Product - How Students Demonstrate What They Have Come to Know, Understand, and Are Able to Do
- Encourage student choice and originality in the creation of products. Allow students to use a variety of media and techniques to produce their creations.
- Provide examples of exemplary products at varied levels of complexity.
- Encourage students to create products that demonstrate more complex and in-depth mastery of content—e.g., independent study projects, special reports, research summaries, simulations, presentations, demonstrations.
- Require self-evaluation of all products as part of the metacognitive process.

Learning Environment - The Physical and Emotional Context in Which Learning Occurs
- Be responsive to the interests and cognitive needs of the learner.
- Be respectful and supportive of the cultural and language diversity of gifted and talented learners from varying backgrounds.
- Provide opportunities to encourage personal responsibility and initiative.
- Develop positive leadership roles and opportunities to affect positive change as leaders in a community setting.
- Create a safe, risk-free learning environment to facilitate student selection of appropriately challenging tasks.
- Encourage and model acceptance of the unique abilities and needs of each student in the classroom.
- Provide opportunities for students to share in the decision-making process about routines and individual responsibilities in the classroom.
- Expect and encourage students to work to their highest potential.
- Balance teacher-talk with student-talk.
- Create an inviting environment for advanced learning with a wide variety of available resources.

According to Section 59-29-170 of the Code of Laws of SC, gifted and talented services "must be provided to students at the elementary and secondary levels during the regular school year or during summer school to develop their unique talents". According to Regulation 43-220, gifted and talented services shall develop and maximize the potential of students' gifts and talents through the following instructional components:

a) content, process, and product standards that exceed the state-adopted standards for all students and that provide challenges at appropriate levels for strengths of individual students;

b) goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem-solving skills;

c) instructional strategies that promote inquiry and accommodate the unique needs of gifted and talented learners;

d) a confluent approach that incorporates acceleration and enrichment;

e) opportunities for the critical consumption, use, and creation of information using available technologies; and

f) evaluation of student performance and programming effectiveness.

Powerful curricular experiences for high ability learners must align to and expand the South Carolina curriculum standards in all program models, including pull-out and special classes while simultaneously working to achieve the attributes of the *Profile of the South Carolina Graduate* (SCDE, 2018). In addition, gifted and talented services that support all students in discovering and developing their gifts and talents is provided through talent development, a multipronged approach "that encourages the search for strengths, abilities, and potential in all students" (Swanson and Van Sickle, 2021). Talent Develop provided gifted and talented services "'as a diverse continuum of services, including early enrichment for *all* students, so talent and abilities can emerge and be noticed'" (Northwestern University Center for Talent Development, 2015 as cited in Swanson and Van Sickle, 2021).

Whether services are provided through traditional gifted and talented programs or through a talent development model, gifted and talented services for all students should support the following objectives to achieve student learning outcomes.

Support mastery, depth, and acceleration of content standards at a pace, complexity, and abstractness appropriate for students with gifts and talents. Using theory and research-based models, culturally responsive curriculum will meet the diverse needs of identified students including twice-exceptional, highly gifted, and English language learners (NAGC 3.3.1, NAGC 3.1.3). Standards will be differentiated based on a balanced assessment system that ensures student growth and progress (NAGC 3.1, NAGC 3.1.4,). Educators use research-based instruction that is differentiated through pace, complexity, abstraction, and depth using acceleration and enrichment.

Students with gifts and talents will demonstrate growth commensurate with aptitude during the school year (NAGC 3.1).

Educators will differentiate standards, instruction, and assessment so that students with gifts and talents will articulate the underlying structure of the discipline(s), explaining the interconnectedness of knowledge within and across the disciplines.

Students with gifts and talents will:
- demonstrate comprehension of a discipline as a system of knowledge;
- analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline;
- analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines;
- analyze the ethical dimensions of ideas, issues, problems, and themes; and
- explain the dynamic nature of knowledge and the interaction between culture and knowledge.

Educators will ensure that students with gifts and talents acquire the skills necessary to become independent investigators (NAGC 3.4) by providing opportunities for students to explore and evaluate existing research as well as identify new areas of interest.

Students with gifts and talents will:
- explore, develop, or research areas of interest and/or talent (NAGC 3.3.3); and
- utilize current research processes and procedures appropriate to the domain of learning.

Educators will incorporate research-based models of critical and creative thinking, problem solving, decision making and metacognition so that students develop a repertoire of strategies to apply within and across various content areas.

Students with gifts and talents will:
- demonstrate effective use of strategies and skills associated with critical and creative thinking models (Profile of SC Graduate, 2018; NAGC 3.4.1 and 3.4.2);
- demonstrate effective use of reasoning, problem solving and decision-making strategies (Profile of the SC Graduate, 2018; NAGC 3.4.3);
- utilize metacognitive strategies to analyze and monitor assumptions or errors in thinking (Profile of the SC Graduate, 2018; NAGC 3.2.2; Stambaugh & VanTassel-Baska, 2017); and
- evaluate the quality and appropriateness of arguments, lines of reasoning, and solutions in terms of both ethical and intellectual standards.

Educators will provide learning experiences for students with gifts and talents to develop the ability to effectively communicate abstract and complex ideas, relationships, and issues through various forms of media and technologies (NAGC 4.5).

Students with gifts and talents will:
- communicate and demonstrate transformation of learning through the creation of products and presentations appropriate for both content and audience; and

- analyze and evaluate the quality, effectiveness, and substantive content of products and presentations.

When curriculum standards that are "appropriately aligned and adapted" become the springboard for gifted and talented services, "students are more likely to show positive growth" (Stambaugh and VanTassel-Baska, 2017 as cited in VanTassel-Baska and Little, 2017).

Appendix L: Multilingual Insights

Considerations for Students Identified as Multilingual Learners

Multilingual Learners (MLs) should effectively participate in all educational and special programs within a school district. MLs may need language development and other types of support that must be included in everyday classroom instruction. For students enrolled in English language development programs for MLs, instruction must be individualized to the student's English language proficiency. It is important to remember that many MLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in an additional language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and classrooms. Teachers must build on skills and talents and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist MLs in becoming proficient in all four domains (Reading, Writing, Listening, and Speaking) of academic English.

The role of an individualized language acquisition plan (ILAP) is to provide MLs access to grade-level standards to the maximum extent possible. Local education agencies achieve this goal through individualized specialized instruction and supports as outlined in a student's ILAP. The ILAP is a legally binding document similar in importance to an IEP or a 504 plan. The Supreme Court case Lau v. Nichols (1974) and subsequent legislation from the Equal Education Opportunity Act (1974) obligate school districts to provide MLs with meaningful and equal access to the curriculum. ILAPs contain pertinent information about each ML and the specific accommodations to meet their needs. All teachers that serve the student must follow the specifications outlined in the ILAP.

For MLs, the ILAP may consist of accommodations to the instructional activities, tasks, and assessments in content classes. Accommodations must be considered carefully for each student for instructional and assessment purposes. As MLs attain fluency in English, however, fewer accommodations may be necessary. An accommodation changes how information and concepts are presented or practiced ensuring that each student has the opportunities and support needed to learn. Accommodations do not reduce the learning expectations and should be chosen based on the student's individual needs and not applied arbitrarily to all MLs. Accommodations are not to be viewed as an advantage to the student; accommodations provide access to the content for the student.

Specific accommodations are allowable for district and state assessments. If allowable per the Test Administrator Manual (TAM), an accommodation listed on an ML's ILAP should also be applicable for the district and state assessment.

WIDA Guiding Principles of Language Development

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases helps develop multilingual learners' independence and

encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2018; Perley, 2011).

2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use (Arellano, Liu, Stoker, & Slama, 2018; Escamilla, Hopewell, Butvilofsky, Sparrow, Soltero-González, Ruiz-Figueroa, & Escamilla, 2013; Genesee, n.d.; Potowski, 2007).

3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities (Engeström, 2009; Larsen-Freeman, 2018; van Lier, 2008; Wen, 2008).

4. Multilingual learners' language, social-emotional, and cognitive development are inter- related processes that contribute to their success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018).

5. Multilingual learners use and develop language when opportunities for learning consider their individual experiences, characteristics, abilities, and levels of language proficiency (Gibbons, 2002; Swain, Kinnear, & Steinman, 2015; TESOL International Association, 2018; Vygotsky, 1978).

6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication (Choi & Yi, 2015; Jewitt, 2008; van Lier, 2006; Zwiers & Crawford, 2011).

7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts (Ajayl, 2009; Cope & Kalantzis, 2009; Jewitt, 2009; Kervin & Derewianka, 2011).

8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use (Bialystok & Barac, 2012; Casey & Ridgeway-Gillis, 2011; Gottlieb & Castro, 2017; Jung, 2013).

9. Multilingual learners use their full linguistic repertoire, including trans-languaging practices, to enrich their language development and learning (García, Johnson, & Seltzer, 2017; Hornberger & Link, 2012; Wei, 2018).

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2013, Nieto, 2010).

Appendix M: Acknowledgements

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HOW TO READ THIS DOCUMENT ①

OVERALL DOCUMENT ORGANIZATION

The standards document is divided into strands: Foundations of Literacy (F), Applications of Reading (AOR), Research (R), and Written and Oral Communications (C). Within each strand is a number of overarching standards. Each overarching standard is a goal set for the students of South Carolina upon graduation from high school. Each standard contains one or more vertically articulated grade-level indicators. The grade-level indicators set the end-of-year learning expectation. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The Foundations of Literacy standards progress from kindergarten through second grade. Handwriting, which is located in Written and Oral Communications, progresses from kindergarten through fifth grade.

STANDARDS PRESENTATION

In this document, the standards and indicators are presented in two formats. The first format is a grade-level narrative format that includes all of the standards, indicators, and indicator insights. Each strand of standards is color coded within each grade level document to correlate with the Standards Map.

To allow teachers to see the progression of each grade-level indicator and pinpoint the introduction of new content, the indicators are also presented in vertically articulated tables. This presentation allows teacher to quickly trace the progression of the K-E4 indicators as well as identify areas of remediation for students. The vertical progressions are located in Appendix E.

Because the Foundations of Literacy strand only progresses from K-2, the appearance of these articulated indicators is different from the other strands. The Foundations of Literacy standards and indicators are presented in a grade-band layout to highlight students' progression on the reading process continuum. Although not all of the Foundations of Literacy indicators are actively taught in K-2, teachers are encouraged to move backward and forward within the indicator levels to best fit the needs of students.
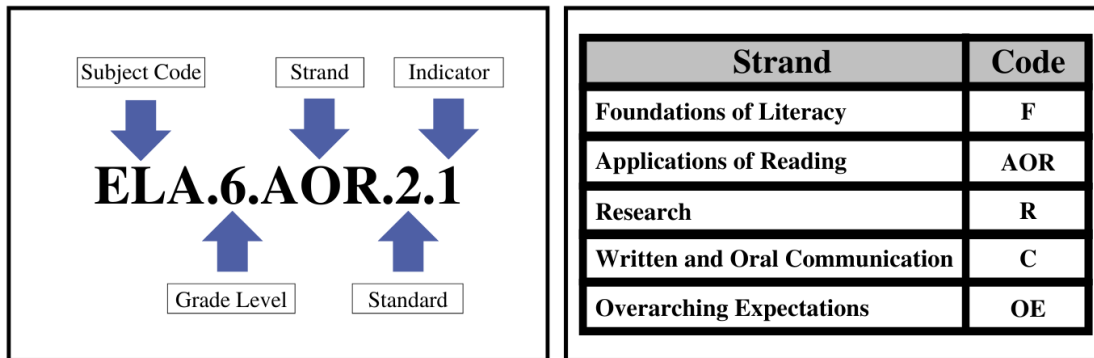
CODING

The coding of the *2022 College-and-Career Ready ELA Standards* is presented in a format showing the content area, grade/course level, strand code, standard number, and indicator number. A visual layout of the coding and a table including the strand codes are presented on the following page.

CODING

Strand	Code
Foundations of Literacy	**F**
Applications of Reading	**AOR**
Research	**R**
Written and Oral Communication	**C**
Overarching Expectations	**OE**

Subject Code → Strand → Indicator →

ELA.6.AOR.2.1

↑ Grade Level ↑ Standard

KEY FEATURES OF THE STANDARDS

GRADE-LEVEL ENTRANCE STATEMENTS

Each grade-level of standards is introduced with an entrance statement that outlines the general skills and text types appropriate for students at that grade. Any major shifts, such as the introduction of analysis, are also included. The lists of suggested text types, both print and multimodal, are there for teacher guidance and curriculum planning.

STANDARDS AND INDICATORS

According to the Procedures for Cyclical Review of South Carolina Academic Standards, "academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objective called indicators" (2016).

Each overarching standard is a goal set for the students of South Carolina upon graduation from high school. Each standard contains one or more vertically articulated grade-level indicators. The grade-level indicators set the end-of-year learning expectation.

HOW TO READ THIS DOCUMENT

INDICATOR INSIGHTS

Indicator Insights provide an understanding to the language of the indicator for the classroom teacher. The language included in this section builds up previous Indicator Insights, as applicable. These insights provide teachers with clarifying information about the expectations of the indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide teachers to resources in the appendices.

OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) are not a strand of standards. They are the fundamental skills and processes that are interwoven into the fabric of English language arts at each grade level. The Overarching Expectations are what is expected of our students as readers, writers, and communicators throughout their K-12 ELA education.

STANDARDS COLOR CODING

For each of use, each strand is color coded. This coding begins with the "Standards Map" and progresses through the appendices.

Foundations of Literacy	Applications of Reading

Research	Written and Oral Communications

HOW TO READ THIS DOCUMENT

APPENDICES

A OVERARCHING EXPECTATIONS PROGRESSIONS

This section provides insight into how the Overarching Expectations can be implemented across grade levels.

B TEXT COMPLEXITY RESOURCES

This section provides support to teachers with various areas of text complexity at the elementary level, the middle level, and the high school level.

C GLOSSARY

This section provides definitions of terms within the standards and indicators to support understanding and promote the use of common language.

D FOUNDATIONS OF LITERACY STANDARDS, GRADE BAND ARTICULATIONS

This section provides the K-2 progression of the Foundations of Literacy standards.

E VERTICAL ARTICULATIONS

This section provides teachers with a K-12 view of the Applications of Reading, Research, and Written and Oral Communications standards and indicators and how they progress in cognitive complexity and content from kindergarten through English 4.

F CONVENTIONS PROGRESSION MATRIX

This section provides a matrix that outlines the expected progression of grammar and conventions, to include introduction, development, and reinforcement through all grade levels.

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G VOCABULARY SUPPORT

This section provides support for entering and understanding the vocabulary standards.

H RHETORIC SUPPORT

This section provides support for entering and understanding rhetoric in the context of reading, writing, and speaking.

I RESEARCH STRAND SUPPORT

This section provides support for understanding the Research strand.

J SPECIAL EDUCATION INSIGHTS

This section provides insight into supporting special educations students in ELA instruction with the *2022 South Carolina College-and Career-Ready ELA Standards.*

K GIFTED/ TALENTED INSIGHTS

This section provides insight into supporting gifted and talented students in ELA instruction with the *2022 South Carolina College-and Career-Ready ELA Standards.*

L MULTILINGUAL INSIGHTS

This section provides insight into supporting multilingual students in ELA instruction with the *2022 South Carolina College and-Career-Ready ELA Standards.*

M ACKNOWLEDGEMENTS

This section details the members involved in the development of the *2022 South Carolina College-and Career-Ready ELA Standards.*

N HOW TO READ THIS DOCUMENT INFOGRAPHIC

This section provides the information from the How to Read This Document section in an infographic handout.

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