Alignment of Common Core State Standards for English Language Arts and *The Fountas & Pinnell Literacy Continuum, Expanded Edition*

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Introduction

The Common Core State Standards and The Fountas & Pinnell Literacy Continuum

The Common Core State Standards

The Common Core State Standards provide a common set of expectations for what students will know and be able to do at each grade level. They define end-of-year expectations on a progression across the grades, in service of the College and Career Readiness anchor standards. In order for students to reach these desired learning outcomes, a well-developed curriculum and evidence-based instructional practices are necessary. The Standards advocate for districts to determine the curricula, and for teachers to use knowledge of their students and professional judgment to best support students in achieving these expectations.

While the processes of communication are inherently connected, the authors have separated them into strands for clarity. The Common Core State Standards for English Language Arts address six strands, outlined in the figure below. For each strand, the authors have developed College and Career Readiness anchor standards. Grade-specific standards are listed within the anchor standards for each strand.

The Common Core State Standards for English Language Arts	
Strand	**Abbreviation**
Reading: Literature	RL
Reading: Informational Text	RI
Reading: Foundational Skills (K-5)	RF
Writing	W
Speaking and Listening	SL
Language	L

The Fountas & Pinnell Literacy Continuum

The Literacy Continuum describes text characteristics and behavioral goals for students in prekindergarten through grade eight, in all areas of the language arts. The text contains eight continua, outlined on page 5 of this document. The sections are organized by grade level, apart from the guided reading continuum, which is instead arranged according to the F&P Text Level Gradient™ levels A to Z. Within each of the continua, text characteristics, behaviors, and understandings have additional organization in place. Examples can be found on page 5 of this document.

Each of the eight continua within the larger text represents an instructional context within a design for responsive literacy teaching. These aspects of instruction work together to support students' development of reading, writing, and language processes. The eight continua are interrelated, as students engage in reading, writing, and talking about texts in authentic ways throughout the school day. As a result, text characteristics and behavioral goals may appear in more than one area.

Alignment

Both the Standards and *The Literacy Continuum* aim to take the complex work of reading, writing, and communication, and provide descriptions of what students will know and be able to do. They also acknowledge the fact that engaging in authentic literacy experiences can address multiple areas of literacy and language learning. Both resources stress the importance of engaging with a variety of increasingly complex texts, in multiple genres to grow capacity as readers, writers, and communicators. The Standards and *The Literacy Continuum* both also note that student learning is expected to grow over time, with students holding on to understandings and building upon them.

The Literacy Continuum was created after gathering feedback from teachers and researchers, as well as careful review and consideration of standards and current research in the field of literacy. Both the standards and *The Literacy Continuum* describe progress in multiple areas of

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Introduction

Alignment (continued)

literacy, and behaviors and understandings found in *The Literacy Continuum* are consistent with expectations laid forth in the Standards. The two rely on teachers noticing what their students understand and are beginning to take on, and determining how to approach instruction, with the goal of learners continually progressing in their literacy and language learning over time.

Using This Resource

The bullet points of student behaviors and understandings from *The Fountas & Pinnell Literacy Continuum* listed in this document represent only a small portion of those represented in the entire text. The descriptions of text characteristics and behavioral goals in *The Literacy Continuum* are specific, and as a result inform teaching in a way that broader goals cannot. Here you will find only the behaviors that most closely align with the Standards. Teachers, administrators, and other school leaders can look to this alignment document to find evidence of how clearly *The Literacy Continuum* and the Standards correspond with one another.

The Common Core State Standards for English Language Arts define the most critical expectations in reading, writing, and communicating. They do not include and abundant list of items that could possibly be addressed in school related to literacy and language learning. Since this document is designed to illustrate the alignment between the Standards and *The Literacy Continuum*, it holds the same limitations. This document is not intended to replace *The Literacy Continuum*, nor should it be used in that way. To use *The Literacy Continuum* as a guide for planning and reflecting on whole group, small group, and individual teaching, one needs access to the entire text.

The following two pages provide guides for how this document is organized including an annotated example, along with keys for symbols and abbreviations. Reviewing those pages will orient a reader to this document. The behaviors and understandings from the *The Literacy Continuum* are listed in the order in which they appear. This resource begins with kindergarten and increases in grade level through grade three. The strands from the Common Core State Standards for English Language Arts appear in the following order: Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Speaking and Listening, Writing, and Language.

Cautions

One important point made in both The Common Core State Standards and *The Literacy Continuum* is that literacy and language learning develop over time, and every child takes a different path to proficiency. One group of students may start their journey in a different place than others. Looking at the grade level below or above that of one's students can be helpful in understanding starting points for learning, as well as change over time.

Those who refer to this document should remember that the first appearance of a text characteristic, behavior or understanding in *The Literacy Continuum* marks the first time it is introduced. Students require multiple opportunities to develop each understanding, and these develop over time with repeated exposure. The appearance of a behavior or understanding does not indicate an expectation of mastery, and many goals may span multiple grade levels.

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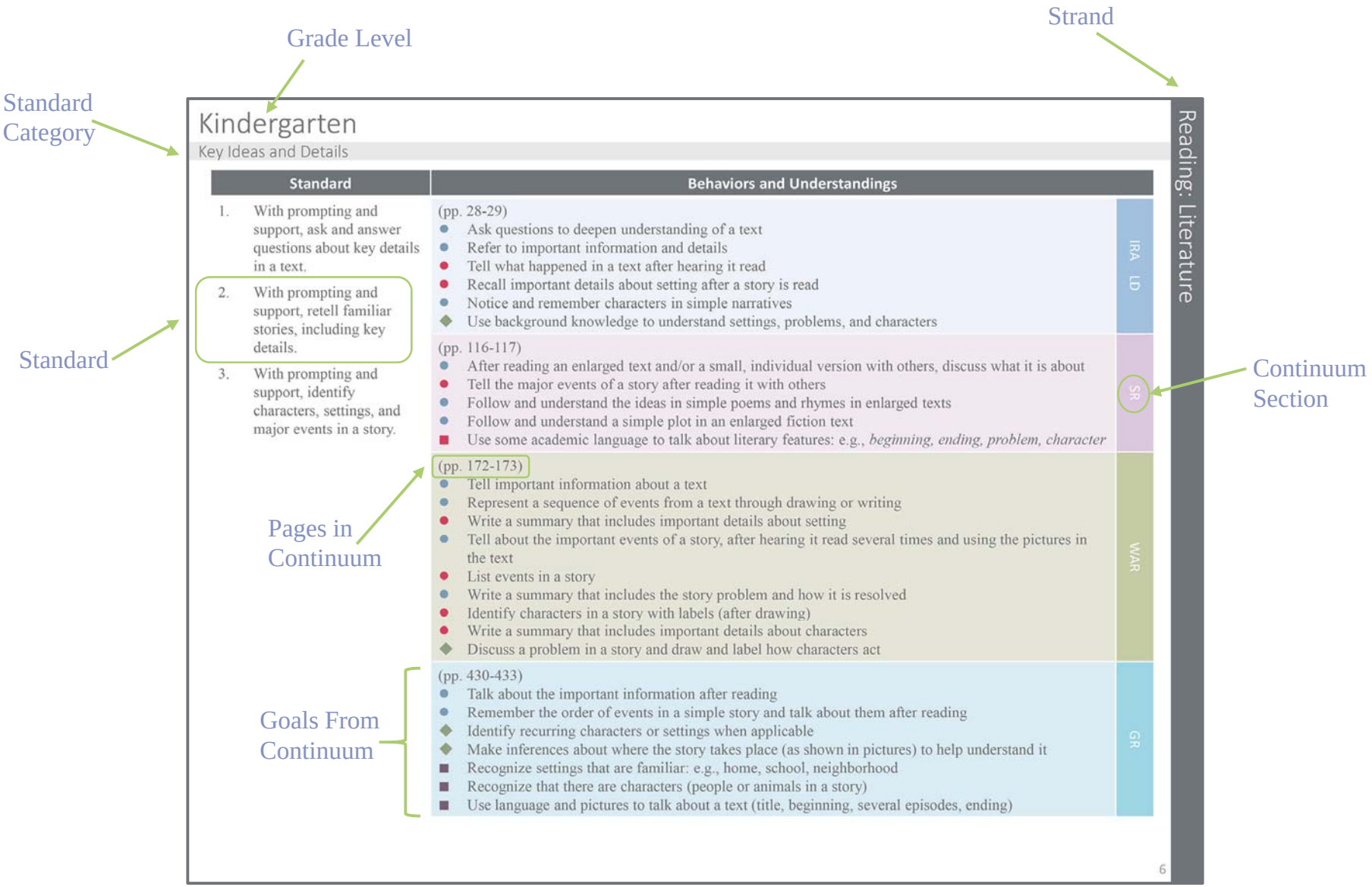
Introduction

The Common Core State Standards and The Fountas & Pinnell Literacy Continuum

This document is organized to show the close connection between each of the continua and the Common Core State Standards for English Language Arts & Literacy. The annotated example below represents a page in this document, and the labels outline features found in each section:



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Introduction

The Common Core State Standards and The Fountas & Pinnell Literacy Continuum

In this document, you will find abbreviations for the sections of *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment* (2017). Each section has been color coded to match the book, and the abbreviations match those found in the digital edition. In addition, this document contains bullet points formatted to match those found in the text. Refer to the keys below for more information:

Section	Abbreviation
Interactive Read-Aloud and Literature Discussion	IRA LD
Shared and Performance Reading	SR
Writing About Reading	WAR
Writing	W
Oral and Visual Communication	OVC
Technological Communication	TC
Phonics, Spelling, and Word Study	PSWS
Guided Reading	GR
Appendix: Grammar, Usage, and Mechanics	Appendix

● Thinking ***Within*** the Text ◆ Thinking ***Beyond*** the Text ■ Thinking ***About*** the Text ◆● New behavior at this level

Key

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Kindergarten

Key Ideas and Details

Standard	Behaviors and Understandings	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	(pp. 28-29) ● Ask questions to deepen understanding of a text ● Refer to important information and details ● Tell what happened in a text after hearing it read ● Recall important details about setting after a story is read ● Notice and remember characters in simple narratives ◆ Use background knowledge to understand settings, problems, and characters	IRA LD
	(pp. 116-117) ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell the major events of a story after reading it with others ● Follow and understand the ideas in simple poems and rhymes in enlarged texts ● Follow and understand a simple plot in an enlarged fiction text ■ Use some academic language to talk about literary features: e.g., *beginning*, *ending*, *problem*, *character*	SR
	(pp. 172-173) ● Tell important information about a text ● Represent a sequence of events from a text through drawing or writing ● Write a summary that includes important details about setting ● Tell about the important events of a story, after hearing it read several times and using the pictures in the text ● List events in a story ● Write a summary that includes the story problem and how it is resolved ● Identify characters in a story with labels (after drawing) ● Write a summary that includes important details about characters ◆ Discuss a problem in a story and draw and label how characters act	WAR
	(pp. 430-433) ● Talk about the important information after reading ● Remember the order of events in a simple story and talk about them after reading ◆ Identify recurring characters or settings when applicable ◆ Make inferences about where the story takes place (as shown in pictures) to help understand it ■ Recognize settings that are familiar: e.g., home, school, neighborhood ■ Recognize that there are characters (people or animals in a story) ■ Use language and pictures to talk about a text (title, beginning, several episodes, ending)	GR

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Kindergarten

Craft and Structure

Standard	Behaviors and Understandings	
4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	(pp. 28-29) ■ Understand that a writer has a purpose in writing a fiction text ■ Recognize that an author or illustrator may write or illustrate several books ● Notice and acquire understanding of new vocabulary from read-aloud content ■ Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs ● Understand that an illustrator created the pictures in the book ● Notice a book's title and its author and illustrator on the cover and title page	IRA LD
	(pp. 116-117) ● Understand the meaning of new words after reading and talking about them ● Notice and use words that add action or emotion to a text: e.g., words that represent sounds, some expressions ● Notice and understand words that are of high interest and novelty: *e.g., huffed and puffed* ◆ Remember and use new language (e.g., specific words, refrains, expressions) from reading enlarged texts in unison ■ Use some academic language to talk about forms: e.g., *picture book, wordless picture book, label book, ABC book, counting book, poem, poetry, nursery rhyme, rhyme, song, poetry collection*	SR
	(pp.172-173) ● Attempt to use new vocabulary from texts when writing to label drawings, using dictation, temporary spelling, and letter-like forms ● Use names of authors and illustrators in interactive and shared writing ■ Use a text as a resource for words, phrases, and ideas for writing ■ Express why an author might choose to write a story or write about a topic ■ Use some academic language to talk about texts: e.g., *front cover, back cover, page, title, writer, author, illustrator, page, text, illustration, beginning, ending, problem* ■ Draw and write to make story maps showing understanding of basic narrative structure: beginning, series of episodes, and ending ■ Borrow a writer's style or use some words or expressions from the text ■ Draw or write about the details found in illustrations	WAR
	(pp. 430-433) ● Understand the meaning of some words that are new but easy to understand in the context of the text and with picture support ● Expand understanding of the meaning of words by connection with the pictures and/or understanding the context: e.g., *zoo, farm, circus* ● Use details in illustrations to understand new vocabulary ■ Notice that illustrations add to important story action	GR

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Kindergarten

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	(pp. 28-29) ◆ Infer a character's traits from the physical details the illustrations include about them ● Tell the important events of a story using the pictures (after hearing the text read several times) ● Tell stories in response to pictures ◆ Think about what characters are feeling from their facial expressions or gestures ◆ Make connections (e.g., content, topic, theme) across fiction texts that are read aloud	IRA LD
	(pp. 116-117) ■ Talk about what is interesting in a photograph or illustration ◆ Make predictions based on the kinds of characters that appear in fiction texts ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ◆ Make connections between the body of the text and illustrations ■ Notice and talk about how texts read in shared reading are alike or different	SR
	(pp.172-173) ◆ Draw or write about connections between the ideas in texts and children's own life experience ■ List characters that have predictable character traits (e.g., sly, brave, silly, wise, greedy, clever) typical of traditional literature ● Tell stories in response to pictures ■ Draw or write about the details found in illustrations	WAR
	(pp. 430-433) ● Use details in the illustrations to search for and use information ◆ Make predictions based on information in pictures that closely match the text ◆ Infer meaning of story or content from pictures that add meaning to the text ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ◆ Make connections among texts on the same topic or with the same content ■ Recognize characters that are typical of animal fantasy or traditional literature ■ Notice that illustrations add to important story action ■ Understand that illustrations and photographs add to the ideas and information in a text	GR

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Kindergarten

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. Actively engage in group reading activities with purpose and understanding.	(pp. 28-29) ● Ask questions to deepen understanding of a text ● Mimic the teacher's expression and word stress when reenacting a text or joining in ● Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text ● Join in on refrains or repeated words, phrases, and sentences after hearing them several times ■ Articulate why they like a text ◆ Predict what will happen next in a story	IRA LD
	(pp. 116-117) ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell the major events of a story after reading it with others ◆ Understand and learn new content by reading fiction and nonfiction texts (including those produced through interactive writing) ● Adjust the voice to reflect dialogue in the body of the text and in speech bubbles ● Mimic the teacher's expression when reading enlarged texts in chorus ■ Notice and discuss similar stories, poems, rhymes, and songs read with others as enlarged texts and heard in read-aloud	SR
	(pp.172-173) ● Use vocabulary typical of everyday oral language to talk and write about reading (Tier 1) ● Reread (through shared reading) to remember something from a text in order to draw or write about it ◆ Draw or write predictions for story outcomes ■ Note in interactive or shared writing when a writer uses repeating episodes or patterns ■ Express opinions (interesting, funny, exciting) about texts ■ Identify and record different versions of the same story using interactive or shared writing ■ Compose innovations on very familiar texts by changing the ending, the series of events, characters, or the setting ● Tell about the important events of a story, after hearing it read several times and using the pictures in the text ◆ Show the humor in fiction texts by drawing or using interactive or shared writing	WAR
	(pp. 430-433) ● Sustain momentum through an entire short text ● Remember important information while reading to understand the meaning of the text ◆ Talk about the pictures, revealing interpretation of a problem or characters' feelings ■ Share opinions about a text	GR

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Kindergarten

Key Ideas and Details

Standard	Behaviors and Understandings	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	(pp. 30-31) ● Refer to important information and details ● Tell the important information in a text after hearing it read ◆ Make connections among the content and ideas across texts that are read aloud: e.g., animals, pets, families, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants ■ Connect texts by obvious categories: e.g., author, character, topic, genre, illustrator ■ Notice that a nonfiction writer puts together information related to the same topic (category) ● Understand and talk about familiar topics: e.g., animals, families, pets, food, plants, school, friends, growing, the five senses, neighborhood, weather and seasons, health ■ Understand that a writer is presenting facts about a single topic	IRA LD
	(pp.116-117) ● Notice and talk about the important information in a text ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ◆ Infer an important idea from reading a personal memory story ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ■ Notice and talk about how texts read in shared reading are alike or different	SR
	(p. 174) ● Tell important information about a text ● Remember information or details from a text to produce lists, simple sequences of action, and directions ■ Describe how ideas within a nonfiction text are alike and different by drawing or writing ◆ Make connections among ideas in nonfiction texts: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc.	WAR
	(pp. 430-433) ● Remember important information while reading to understand the meaning of the text ● Talk about the important information after reading ◆ Make connections among texts on the same topic or with the same content ◆ Talk about the text, showing understanding of events or topic ■ Understand how the ideas and information in a book are related to each other ■ Understand how the events, content, and ideas in a text are related to the title	GR

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Kindergarten

Craft and Structure

Standard	Behaviors and Understandings	
4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	(pp. 30-31) ● Acquire new content words from texts and graphics, including labels for familiar objects, familiar animals, some new animals, and human activities ■ Recognize that an author or illustrator may write or illustrate several books ■ Understand that a writer is presenting facts about a single topic ■ Understand that a writer has a purpose in writing about a topic ■ Understand that an illustrator created the pictures in the book ● Notice a book's title and its author and illustrator on the cover and title page	IRA LD
	(pp. 116-117) ● Understand the meaning of words after reading and talking about them ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label* ◆ Make connections between the body of the text and illustrations	SR
	(p. 174) ● Use new vocabulary from texts when writing to label drawings ● Use names of authors and illustrators ● Record text titles and authors in a Reader's Notebook (and use drawings) ■ Express why an author might choose to write a story or to write about a topic ■ Use some academic language to talk about texts: e.g., *front cover, back cover, page, title, writer, author, illustrator, page, text, illustration, photograph, beginning, ending, problem* ◆ Using drawing or writing, ask questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them	WAR
	(pp. 430-433) ● Understand the meaning of some words that are new but easy to understand in the context of the text and with picture support ● Recognize and understand labels for familiar objects, animals, people, the human body, weather, daily activities, simple processes such as cooking or growing plants ■ Use some specific language to talk about book and print features: e.g., *front cover, back cover, page, author, illustrator, illustration, photograph, title, label*	GR

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Kindergarten

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	(pp. 30-31) ◆ Gain new information from both pictures and print ◆ Use evidence from the text to support statements about the text ◆ Make connections among the content and ideas across texts that are read aloud: e.g.: animals, pets, families, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants ● Gain new understanding from illustrations ● Notice and search for information in simple graphics: e.g., drawing with label	IRA LD
	(pp. 116-117) ■ Notice and talk about how texts read in shared reading are alike or different ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ● Search for and use information in the body of a text as well as in labels for pictures, titles and headings, and special features such as speech bubbles ◆ Make connections between the body of the text and the illustrations ◆ Make connections between the body of the text and features such as captions, labels that appear in the illustrations	SR
	(p. 174) ◆ Draw or write about connections between the ideas in texts and children's own life experiences ◆ Reflect both prior knowledge and new knowledge from a text ◆ Make connections among ideas in nonfiction texts: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc. ● Draw and/or write about information found in simple graphics: labeled drawings, photographs, maps	WAR
	(pp. 430-433) ● Use details in the illustrations to search for and use information ● Use labels on photographs to search for and use information ● Understand that pictures closely and explicitly support the content and use them to search for and use information ● Use details in illustrations to understand new vocabulary ◆ Make connections among texts on the same topic or with the same content ■ Understand that illustrations and photographs add to the ideas and information in a text	GR

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Kindergarten

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. Actively engage in group reading activities with purpose and understanding.	(pp. 30-31) ● Notice and ask questions when meaning is lost or understanding is interrupted ● Mimic the teacher's expression and word stress when reenacting a text or joining in ● Use hand and body movements to show understanding of the meaning or meanings of pictures and words in a text ◆ Gain new information from both pictures and print ■ Express opinions about a text: e.g., interesting, funny, and exciting ■ Identify and discuss interesting information in a text ■ Understand that a writer can have more than one message or big idea ● Enjoy special features such as pop-ups, pop-outs, flaps, pull-tabs, see-through holes, sound effects	IRA LD
	(pp. 116-117) ● After reading an enlarged text and/or small, individual version with others, discuss what it is about ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ◆ Connect classroom experiences (e.g., lists, directions, recipes recorded in shared/interactive writing) with the oral reading of enlarged texts (charts, class-made big books) ● Use phrasing, pausing, and word stress with intonation when reading in unison ◆ Talk about personal connections made to content, characters, or events in a shared text ■ Notice and discuss similar stories, poems, rhymes, and songs read with others as enlarged texts and heard in read-aloud	SR
	(p. 174) ● Reread (through shared reading) to remember something from a text for the purpose of drawing or writing about it ◆ Express opinions about facts or information learned ■ Use a text as a resource for words, phrases, and ideas for writing ◆ Using drawing or writing, ask questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them	WAR
	(pp. 430-433) ● Read left to right across three to six lines of print ● Search for information in a text that has no repeating language patterns ● Sustain momentum through an entire short text ◆ Make predictions based on personal experiences and knowledge: e.g., family and home, play, pets, animals, school, food, community, friends, daily activities, the human body, weather, seasons, transportations, toys ◆ Identify new knowledge gained when reading a text ■ Use some specific language to talk about types of texts: e.g., *family, friends, and school story*	GR

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Kindergarten

Print Concepts

Standard	Behaviors and Understandings	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	(pp. 365-366) ■ Understand and talk about the concept of a word ■ Use left-to-right directionality to read one to four lines of print ■ Understand and demonstrate that one spoken word matches one group of letters ■ Recognize letters and state their names ■ Recognize and point to uppercase letters and lowercase letters: e.g., *B, b* ■ Distinguish and talk about the differences between the uppercase and lowercase forms of a letter	PSWS

Phonological Awareness

Standard	Behaviors and Understandings	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	(pp. 365-366) ■ Hear and say rhyming words: e.g., *new, blue* ■ Hear and generate rhyming words: e.g., *a bug in a ___ (hug, jug, mug, rug)* ■ Hear, say, and clap syllables: e.g., *farm, be/fore, a/ni/mal* ■ Blend syllables: e.g.: *let/ter, letter* ■ Hear and divide onsets and rimes: e.g., *m-en, bl-ack* ■ Blend onsets with rimes: e.g., /a/ /t/ ■ Hear and say three phonemes in a word: e.g., /r/ /u/ /n/ ■ Add a phoneme to the beginning of a word: e.g., /s/ + *it* = *sit* ■ Change the beginning phoneme to make a new word: e.g., *not, hot* (change /n/ to /h/) ■ Change the ending phoneme to make a new word: e.g., *his, him,* (change /s/ to /m/)	PSWS

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Kindergarten

Phonics and Word Recognition

Standard	Behaviors and Understandings	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	(pp. 365-366) ■ Recognize and use beginning consonant sounds and the letters that represent them: *b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z* ■ Recognize, point to, and say the same beginning consonant sound and the letter that represents the sound: e.g., *bag, bee* ■ Understand and talk about the fact that some letters represent vowel sounds ■ Recognize and use the consonant-vowel-consonant (CVC) pattern: e.g., *cap, get, pig, got, but* ■ Recognize and use some phonograms with a vowel-consonant-silent *e* (VC*e*) pattern: *-ace, -ade, -ake* ■ Read and write approximately twenty-five high frequency words ■ Locate and read high-frequency words in continuous text	PSWS

Fluency

Standard	Behaviors and Understandings	
4. Read emergent-reader texts with purpose and understanding.	(pp. 116-117) ● Use phrasing, pausing, and word stress with intonation when reading in unison ● Use line breaks to guide phrasing when reading in chorus ● Adjust the voice to reflect dialogue in the body of the text and in speech bubbles ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others (with teacher support), adjust the voice to reflect emotional aspects of the text: (e.g., humor, surprise, suspense, sadness) ◆ Anticipate exciting places in the text or the ending of a story by remembering previous readings.	SR
	(pp. 430-433) ● Sustain momentum through an entire short text ● Demonstrate stress on words in a way that shows attention to meaning	GR

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Kindergarten

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	(pp. 28-31) ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Tell what happened in a text after hearing it read ● Check understanding of the plot of the story and ask questions if meaning is lost ● Tell the important events of a story using the pictures (after hearing the text read several times) ● Include the problem and its resolution in telling what happened in a text ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text	IRA LD
	(p. 331) ■ Listen actively to others read or talk about their writing and give feedback ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Ask questions about the stories, poems, songs, and informational texts that are read aloud ■ Ask questions to clarify unknown words heard while actively listening ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others: e.g., teachers, family, peers ■ Take turns when speaking ■ Follow a topic and add to discussion ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Ask many questions, demonstrating curiosity	OVC

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Kindergarten

Presentation of Knowledge and Ideas

Standard	Behaviors and Understandings	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	(p. 331) ■ Explain and describe people, events, places, and things in a story ■ Describe similarities and differences among people, places, events, and things ■ Express opinions and tell why ■ Express and reflect on their own feelings and recognize that others' feelings might be different ■ Speak at an appropriate volume to be heard, but not too loud ■ Present information or ideas in a logical sequence ■ Speak to one topic at a time, and stay on topic ■ Sometimes share pictures or artifacts about a known topic	ovc

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Kindergarten

Text Types and Purposes

Standard	Behaviors and Understandings	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	(pp. 172-174) ■ Use text as a resource for words, phrases, and ideas for writing ■ Express opinions (interesting, funny, exciting) about texts ◆ Draw or write about feelings such as empathy for a character ■ Tell what a writer does to be funny by drawing and writing ■ Notice a fiction writer's use of onomatopoetic words (which imitate sounds, as in *buzz* and *hiss*) and use them in drawing or writing about the story ◆ Express opinions about facts or information learned ◆ Show the humor in nonfiction text by drawing or writing	WAR
	(pp. 244-249) ■ Write with a specific purpose in mind ■ Draw a picture or a series of pictures and tell or write about them ■ Use simple words that show the passage of time (*then, after*) ■ Explain one's thoughts and feelings about an experience or event ■ Tell events in the order that they occurred in a personal narrative ■ Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic ■ Write a book with all pages and ideas related to the same topic or set of facts ■ Write a nonfiction or fiction narrative that is ordered chronologically ■ Write a story or informational book that has a beginning, a series of things happening, and an ending or an introductory and summary sentence ■ Introduce ideas followed by some supportive details and examples ■ Use time appropriately as an organizing tool	W

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Kindergarten

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. (Standard begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	(pp. 172-174) ● Draw (or use other art media) independently to represent information from a text ● Reread interactive or shared writing to check meaning, language structure, and appropriate word use	WAR
	(pp. 244-249) ■ Locate letter keys on a computer keyboard to type simple messages ■ Access and use simple programs on the computer (easy word-processing, games) ■ Generate and expand ideas through talk with peers and teacher ■ Add details to a drawing to give more information to the reader and to make the writing more interesting ■ Add dialogue in speech bubbles to provide information or provide narration ■ Add words, phrases, or sentences to make the writing more interesting or exciting for readers ■ Add words, phrases, or sentences to provide more information to readers ■ Participate in group decisions about changing a shared writing text ■ Reorganize and revise the writing to better express the writer's meaning or make the text more logical ■ Add letters, words, phrases, or sentences using a caret, a strip of paper, or a sticky note ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed ■ Add to or remove details from drawings to plan, draft, revise work ■ Self-evaluate writing and talk about what is good about it and what techniques were used	W
	(p. 349) ■ Use simple software and apps to express ideas using text and other digital media such as drawings, audio, and video ■ Create simple multimedia products or e-books with support ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support	TC

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Kindergarten

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Standard begins in grade 4)	(pp. 172-174) ● Use names of authors and illustrators in interactive and shared writing ■ Note in interactive and shared writing when an author uses repeating episodes or patterns ■ Identify and record different versions of the same story using interactive or shared writing ● Reread (through shared reading) to remember something from a text for the purpose of drawing or writing about it	WAR
	(pp. 244-249) ■ Actively contribute to shared or interactive writing around a topic or theme ■ Contribute to group writing (shared or interactive) with ideas or topics ■ Understand that writers gather information for their writing: e.g., objects, books, photos, sticky notes, etc. ■ Observe carefully before writing about a person, animal, object, place, action ■ Select information or facts that will support the topic ■ Ask questions and gather information on a topic ■ Remember important information about a topic in order to write about it ■ Participate actively in experiences and recall information that contributes to writing and drawing	W
	(p. 349) ■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information	TC

Range of Writing

Standard	Behaviors and Understandings	
10. (Standard begins in grade 3)		W

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Kindergarten

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	(pp. 244-249) ■ Use nouns, pronouns, adjectives, verbs, prepositions, and conjunctions ■ Use prepositional phrases: e.g., *to the bus, on the bus* ■ Use conventional sentence structure (noun + verb) ■ Locate a capital letter at the beginning of a sentence during shared or interactive writing or in a piece of dictated writing ■ Use a capital letter at the beginning of a familiar proper noun ■ Notice the use of punctuation marks in books and try them out in one's own writing ■ Say words slowly to hear a sound and write a letter that represents it ■ Attempt unknown words through sound analysis ■ Write some words with consonant letters appropriate for sounds in words (beginning and ending) ■ Write a letter for easy-to-hear vowel sounds ■ Form upper- and lowercase letters efficiently in manuscript print ■ Form upper- and lowercase letters proportionately in manuscript print ■ Generate and expand ideas through talk with peers and teacher	W
	(pp. 637-645) 1. Recognize and use nouns. 5. Recognize and use verbs. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly	Appendix

Knowledge of Language

Standard	Behaviors and Understandings	
3. (Standard begins in grade 2)		Appendix

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Kindergarten

Vocabulary Acquisition and Use

Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	(pp. 116-117) ● Notice word endings that are in one's own oral vocabulary: e.g., *running, painted* ● Understand the meaning of new words after reading and talking about them ● Recognize and understand the meaning of simple plurals	SR
	(pp. 244-249) ■ Learn new words from reading and listening and trying them out in writing ■ Use vocabulary appropriate for the topic	W
	(pp. 365-366) ■ Recognize and use concept words: e.g., color names, number words, days of the week, months of the year, seasons	PSWS
	(pp. 637-645) 11. Recognize and use the past tense of regular verbs, which add *-ed* to the end of a base word: e.g., *helped, asked, played; liked, lived; stopped, fitted; cried, tried.*	Appendix

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Grade 1

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	(pp. 34-36) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ◆ Infer the "lesson" in traditional literature ◆ Infer the messages in a work of fiction ● Recall important details about setting after a story is read ◆ Understand the setting for a story and infer why it is important ● Recognize characters and report important details about them after reading	IRA LD
	(pp. 120-123) ● Tell the major events of a story after reading it with others ● Tell what happens in a readers' theater script or a play ◆ Infer a "lesson" from reading a very simple version of a traditional tale in unison or in parts with others ◆ Infer the writer's purpose and message ● Follow and understand a simple plot in an enlarged fiction text ◆ Infer the feelings of characters in stories and poems	SR
	(pp. 176-177) ● Tell important information about a text through interactive and shared writing ● Represent a sequence of events from a text through drawing or writing ● Write summaries that include important details about setting ◆ Identify the setting for a story and why it is important ◆ Draw and write about the author's message ◆ Write the lesson inferred from traditional literature ■ Notice and write a fiction writer's "lesson"	WAR
	(pp. 467-470) ● Remember important information while reading to understand the meaning of the text ● Summarize the story including plot events, problem, resolution, and characters ◆ Predict events of the plot, behavior of characters, and the ending of a story based on understanding of the setting, problem, and characters ◆ Talk about what is learned from the characters, the problem, and the resolution of the problem ◆ Notice aspects of the setting from the text and pictures and make inferences about setting to help understand the story ■ Recognize characters that are typical of animal fantasy or traditional literature ■ Recognize settings that are familiar, as well as some settings distant in time and geography	GR

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Standard	Behaviors and Understandings	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	(pp. 34-36) ● Understand that there are different types of texts and that you can notice different things about them ■ Understand that fiction stories are imagined ● Follow multiple characters in the same story ■ Notice a writer's use of playful or poetic language and sound devices: e.g., nonsense words, rhythm, rhyme, repetition, refrain, onomotopoeia ■ Notice a writer's use of descriptive language, including invented words and other playful forms ■ Notice a writer's choice of interesting words	IRA LD
	(pp. 120-123) ● Notice and use words that add action or emotion to a text: e.g., words that represent sounds, some expressions ● Understand the meaning of words that represent sounds: e.g., *buzz, pop* ● Read a part in a brief play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters ■ Recognize some characteristics of genres of fiction (e.g., realistic fiction, traditional literature, animal fantasy) and nonfiction (e.g., simple factual text) in easy, brief plays and readers' theater scripts ■ Notice and identify language that adds humor ■ Notice interesting and playful language including made-up words and onomatopoetic words ■ Use some academic language to talk about genres: e.g., *fiction, folktale, fairy tale, fable; nonfiction, informational text, informational book, factual text, personal memory story, how-to book*	SR
	(pp. 176-177) ■ Make lists differentiating between fiction and nonfiction texts ■ Use some academic language to talk about genres: e.g., *fiction, folktale, fairy tale, fable* ◆ Recognize and write about the humor in fiction texts ■ Notice and write about elements of the writer's craft: word choice, use of literary elements ■ Notice and record a fiction writer's choice of interesting words	WAR
	(pp. 467-470) ● Reread to notice the language or meaning ● Understand words such as *I, me,* and *we* that may signal the narrator of the text ◆ Talk about characters' feelings based on inferences from pictures and text, especially dialogue ■ Understand what distinguishes nonfiction from fiction ■ Notice a writer's use of humorous words or onomatopoetic words and talk about how they add to the action ■ Use some academic language to talk about genres: e.g., *fiction; family, friends, and school story; folktale; animal story; humorous story; nonfiction; informational book; factual text*	GR

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Grade 1

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.	(pp. 34-36) ◆ Gain new information from both pictures and print ● Include the problem and its resolution in telling what happened in a text ◆ Understand the setting for a story and infer why it is important ◆ Infer a character's traits from story events ◆ Infer a character's traits from the physical details the illustrations include about them ◆ Infer characters' intentions, feelings, and motivations using text and pictures ◆ Use details from illustrations and text to support points made in discussion ◆ Notice that the background details in pictures often reveal characters' feelings or traits	IRA LD
	(pp. 120-123) ■ Talk about what is interesting in a photograph or illustration ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ◆ Infer the feelings of characters in stories or poems ◆ Infer the reasons for characters' actions and feelings in a story ■ Notice and talk about how texts read in shared reading are alike or different ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 176-177) ● Write summaries that include important details about setting ● Write about the details found in illustrations ■ Compare the problems in different versions of the same story, rhyme, or traditional tale ◆ Infer and describe a character's intentions, feelings, and motivations by drawing or writing	WAR
	(pp. 467-470) ◆ Make connections among books in a series ◆ Make connections between texts and an illustration that supports interpretation, enhances enjoyment, or sets mood ◆ Make connections among texts on the same topic or with similar content ◆ Infer meaning of story or content from pictures that add meaning to the text ◆ Talk about characters' feelings based on inferences from pictures and text, especially dialogue ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ■ Notice the evidence a writer provides to show character attributes ■ Notice that illustrations add to important story action	GR

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Grade 1

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	(pp. 32-33) ■ Listen to and discuss a variety of fiction and nonfiction texts ■ Experience simple narratives with straightforward structure (beginning, middle, several episodes, and ending), but more episodes included ■ Experience memorable characters that are straightforward, uncomplicated, and predictable ■ Hear and talk about texts with some figurative language: e.g., metaphor, simile ■ Listen to and discuss texts with sentences that are easy for children to follow, though more complex than children generally use in oral language ■ Hear and talk about texts with a few interesting words that are new to children but easy to understand in context ■ Experience texts with illustrations that enhance and extend meaning in the text	IRA
	(pp. 118-119) ■ Process a range of shared fiction and informational texts ■ Read shared stories with simple plot (problem and solution) ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Read shared texts with themes reflecting everyday life: e.g., self, family relationships, friendship, imagination, feelings, bravery, cleverness, wisdom, nature, cultural sensitivity ■ Process shared texts with a combination of short and longer sentences that are easy for children to understand and remember ■ Read shared texts with a few interesting words that are new to children but easy to understand in context ■ Process shared texts with a few words that appear in the vocabulary of mature language users (Tier 2) ■ Read shared texts with large, clear, colorful illustrations in a variety of media that fully support meaning	SR
	(pp. 464-465) ■ Process a range of fiction texts and informational texts ■ Process an increased number of longer and more complex sentences ■ Automatically recognize a large number of words ■ Quickly apply word-solving strategies to multisyllable words with inflectional endings and suffixes ■ Read a wide range of plurals, contractions, and possessives ■ Reflect appropriate rate, word stress, intonation, phrasing, and pausing ■ Process texts with content interesting to and relevant for young readers ■ Read texts with clear evidence of character attributes ■ Process some long stretches of dialogue	GR

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Grade 1

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	(pp. 37-39) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text ■ Notice that a nonfiction writer puts together information related to the same topic (category) ■ Understand that the writer is presenting facts about a single topic ◆ Make connections among the content and ideas across texts that are read aloud: e.g., animals, pets, families, the five senses, growing, health and illness prevention, human body systems, school, neighborhood, weather and seasons, food, plants ◆ Use details from illustrations to support points made in discussion	IRA LD
	(pp. 120-123) ● Notice and talk about the important information in a text ● After reading an enlarged text and/or a small, individual version with others, discuss what it is about ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ● Follow and understand content to derive facts from a nonfiction text ◆ Understand and learn new content by reading fiction and nonfiction texts (including those produced through interactive writing) ◆ Make connections between text, illustrations, and book and print features: e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar	SR
	(p. 178) ● Tell important information about a text ● Remember information or details from a text to produce lists, simple sequences of action, and directions ◆ Draw and write about connections among texts by topic, ideas, authors ■ Form and record questions in response to important information ■ Describe how ideas and content in a nonfiction text are alike and different by drawing and writing ■ Outline the main topic of a book and its subtopics	WAR
	(pp. 467-470) ● Remember important information while reading to understand the meaning of the text ● Talk about important information in organized summary form after reading ● Summarize information in the text, selecting the information that is important ◆ Talk about the text, showing understanding of events, topic, or content ■ Understand how the ideas and information in a book are related to each other ■ Understand how the events, content, and ideas in a text are related to the title	GR

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Grade 1

Craft and Structure

Standard	Behaviors and Understandings	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	(pp. 37-39) ● Notice and ask questions when meaning is lost or understanding is interrupted ● Notice and acquire understanding of new vocabulary from read-aloud content ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities ● Notice and search for information in a variety of graphics: e.g., drawing with label or caption, photograph with label or caption, diagram, map with legend ■ Understand the purpose of various graphics: e.g., drawing with label or caption, photograph with label or caption, map, timeline, chart, diagram ■ Notice and use organizational tools: e.g., table of contents, heading, sidebar	IRA LD
	(pp. 120-123) ● Understand the meaning of new words after reading and talking about them ● Use contextual information to understand the meaning of new words ● Search for and use information in the body of a text as well as in labels for pictures, titles, headings, sidebars, and special features such as speech bubbles or thought bubbles ● Become aware that in a nonfiction text, information may be provided in several different formats and places on a page: e.g., body text; drawing, photograph, map, diagram; label, caption, legend ◆ Make connections between the body of the text and illustrations ◆ Infer information from nonfiction illustrations and book and print features	SR
	(p. 178) ● Use new vocabulary from texts when writing to appropriately reflect meaning ■ Use a text as a resource for words, phrases, and ideas for writing ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, section, heading, drawing, caption, map* ● Outline the text by providing summaries of information learned using headings and subheadings that reflect a text's overall structure and simple categories	WAR
	(pp. 467-470) ● Use organizational tools to search for information: e.g., title, table of contents, chapter title, heading ● Understand some content-specific words introduced, explained, and illustrated in context ● Use details in illustrations to understand new vocabulary ● Use a glossary to learn or check the meaning of words ◆ Infer meaning of story or content from pictures that add meaning to the text ■ Understand that illustrations or photographs add to the ideas and information in a text	GR

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Grade 1

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	(pp. 37-39) ● Gain new understandings from illustrations ◆ Use evidence from the text to support statements about the text ◆ Make connections among the content and ideas across texts that are read aloud: e.g., animals, pets, families, the five senses, growing, health and illness prevention, human body systems, school, neighborhood, weather and seasons, food, plants ● Follow arguments in a persuasive text ◆ Use details from illustrations to support points made in discussion	IRA LD
	(pp. 120-123) ● Notice and talk about the important information in a text ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ■ Notice and talk about how texts read in shared reading are alike or different ● Become aware that in a nonfiction text, information may be provided in several different formats and places on a page: e.g., body text; drawing, photograph, map, diagram; label, caption, legend ◆ Make connections between text, illustrations, and book and print features: e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(p. 178) ◆ Write predictions based on evidence from the text ■ Express why an author might choose to write a story or write about a topic using interactive or shared writing ■ Compare different versions of the same story, rhyme, or traditional tale ◆ Using drawing or writing, write questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them ● Use interactive writing, drawing, and temporary spelling to write about information found in simple graphics such as labeled drawings, maps, diagrams, photographs with legends	WAR
	(pp. 467-470) ● Search for and use information in texts with variety in placement of the body text, sidebars, and graphics ● Summarize information in the text, selecting the information that is important ◆ Make connections among texts on the same topic or with similar content ◆ Talk about what the reader knows about the topic before reading the text and identify new knowledge gained from reading ■ Notice and understand how the graphics and sidebars complement the body of the text ■ Understand that illustrations or photographs add to the ideas and information in a text	GR

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Standard	Behaviors and Understandings	
10. With prompting and support, read informational texts appropriately complex for grade 1.	(pp. 32-33) ■ Listen to and discuss a variety of fiction and nonfiction texts ■ Hear and talk about informational texts with clearly defined overall structure and simple categories ■ Experience texts with sentences that are easy for children to follow, though more complex than children generally use in oral language ■ Hear and talk about texts with a few new content words related to concepts that are easy to understand ■ Experience texts with a few words that appear in the vocabulary of mature language users (Tier 2) ■ Listen to and discus texts with simple illustrations in a variety of forms: e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram ■ Experience texts with table of contents, heading, sidebar	IRA LD
	(pp. 118-119) ■ Process a range of shared fiction and informational texts ■ Read shared informational texts with clearly defined overall structure and simple categories ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Process shared texts with a combination of short and longer sentences that are easy for children to understand and remember ■ Process shared texts with a few content words (labels) related to concepts that children can understand ■ Read shared texts with some illustrations in a variety of forms: e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram ■ Engage in shared reading of informational texts with table of contents, section heading, sidebar	SR
	(pp. 464-465) ■ Process a range of fiction texts and informational texts ■ Process an increased number of longer and more complex sentences ■ Automatically recognize a large number of words ■ Quickly apply word-solving strategies to multisyllable words with inflectional endings and suffixes ■ Read a wide range of plurals, contractions, and possessives ■ Reflect appropriate rate, word stress, intonation, phrasing, and pausing ■ Read texts with content interesting to and relevant for young readers ■ Process some content-specific words introduced, explained, and illustrated in the text, requiring use of context for understanding	GR

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Grade 1

Print Concepts

Standard	Behaviors and Understandings	
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	(pp. 367-369) ■ Understand and talk about the concept of a sentence	PSWS

Phonological Awareness

Standard	Behaviors and Understandings	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	(pp. 367-369) ■ Divide a word into phonemes: e.g., *no*, /n/ /ō/ ■ Hear and say the beginning phoneme in a word: e.g., *sun*, /s/ ■ Hear and say the ending phoneme in a a word: e.g., *bed*, /d/ ■ Hear and say the middle phoneme in a word with three phonemes: e.g., *fit*, /i/ ■ Blend three or four phonemes in a word: e.g., /n/ /e/ /s/ /t/, *nest* ■ Recognize and say consonant clusters that blend two or three consonant sounds (onsets): *bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr, squ, str* ■ Hear and identify short vowel sounds in words and the letters that represent them ■ Hear and identify long vowel sounds in words and the letters that represent them ■ Contrast short and long vowel sounds in words: e.g., *at/ate, pet/Pete, bit/bite, hop/hope, cut/cute*	PSWS

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Standard	Behaviors and Understandings	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	(pp. 366-369) ■ Blend syllables: e.g., let/ter, *letter* ■ Divide words into syllables: e.g., *never,* nev/er ■ Recognize and say consonant clusters that represent one sound at the beginning of a word: e.g., *<u>ch</u>ange, <u>ph</u>one, <u>sh</u>all, <u>th</u>irty, <u>wh</u>ere* ■ Recognize and use long vowel sounds in words with silent *e* (CVC*e*): e.g., *late, Pete, pine, robe, cibe* ■ Locate and read high-frequency words in continuous text ■ Read and write approximately one hundred high-frequency words ■ Recognize and use the ending -s when making a verb agree with its subject: e.g., *cats run/cat runs; they jump/she jumps, dogs play/dog plays* ■ Understand and talk about the fact that the ending *–ed* when forming the past tense of a verb can represent several different sounds: e.g., *closed, added, walked* ■ Recognize the sequence of letters and the sequence of sounds to read a word or word part ■ Take apart a compound word to read two smaller words: e.g., *birthday, birth, day; everywhere, every, where; sidewalk, side, walk*	PSWS

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Grade 1

Fluency

Standard	Behaviors and Understandings	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grad-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	(pp. 120-123) ● Use memory of repeating language patterns to monitor accuracy and self-correct ● Use phrasing, pausing, word stress with intonation when reading in unison ● Use line breaks to guide phrasing when reading poetry in chorus or individually ● Adjust the voice to recognize dialogue in the body of the text and in speech bubbles or unspoken thoughts in thought bubbles ● With group support, read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate ● Mimic the teacher's expression when reading texts in chorus, and reflect that expression when reading the same text individually ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others (with teacher support), adjust the voice to reflect aspects of the text: e.g., humor, surprise, suspense, sadness ● Read a part in a brief play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters	SR
	(pp. 467-470) ● Sometimes reread a word or phrase to self-monitor or self-correct ● Use multiple sources of information (visual information in print, meaning/pictures, graphics, language structure) to monitor and self-correct ● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate	GR

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Grade 1

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	(pp. 34-39) ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Tell what happened in a text after hearing it read ● Check understanding of the plot of the story and ask questions if meaning is lost ● Include the problem and its resolution in telling what happened in a text ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text	IRA LD
	(p. 332) ■ Ask questions when directions are not clearly understood ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Ask and answer questions about stories, poems, songs, and informational texts that are read aloud ■ Ask questions to clarify unknown words heard while actively listening ■ Use courteous conversational conventions: e.g., *please, thank you,* greetings ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others: e.g., teachers, family, peers ■ Take turns when speaking ■ Demonstrate respectful listening behaviors ■ Follow a topic and add to discussion with comments on the same topic ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Engage actively in conversational routines: e.g., turn and talk ■ Listen and respond to a partner by agreeing or disagreeing and explaining reasons ■ Ask many questions, demonstrating curiosity	OVC

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Grade 1

Presentation of Knowledge and Ideas

Standard	Behaviors and Understandings
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation.	(p. 332) ■ Provide at least one reason for agreement with an idea or an opinion ■ Explain and describe people, events, places, and things in a story ■ Predict future events in a story and tell why ■ Recall stories including events, characters, problems ■ Begin to verbalize reasons for problems, events, and actions in stories ■ Express opinions and explain reasoning ■ Offer solutions and explanations for story problems ■ Describe similarities and differences among people, places, events and things ■ Express and reflect on their own feelings and recognize the feelings of others ■ Talk about a topic with enthusiasm ■ Answer questions asked by the audience ■ Have a topic, story, or response in mind before starting to speak ■ Tell personal experiences in a logical sequence ■ Present ideas and information in a logical sequence ■ Speak to one topic at a time, and stay on topic ■ Use props, images, or illustrations to extend the meaning of a presentation

OVC

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Grade 1

Text Types and Purposes

Standard	Behaviors and Understandings	
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	(pp. 176-178) ● Use names of authors and illustrators in interactive and shared writing ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Express opinions (interesting, funny, exciting) about texts ◆ Draw and write to express opinions about the characters in a story (funny, bad, silly, nice, friendly) ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ● Remember information or details from a text to produce lists, simple sequences of action, and directions	WAR
	(pp. 250-257) ■ Write with a specific purpose in mind ■ Draw a picture or a series of pictures and tell or write about them ■ Use simple words that show the passage of time (*then, after*) ■ Explain one's thoughts and feelings about an experience or event ■ Provide some descriptive details to make the story more interesting ■ Tell events in order that they occurred in personal narratives ■ Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers abut the same topic ■ Select interesting information to include in a piece of writing ■ Include facts and details in informational writing ■ Write a story that has a beginning, a series of things happening, and an ending or an informational text that has introductory and summary sentences ■ Introduce ideas followed by some supportive details and examples ■ Use time appropriately as an organizing tool ■ Express opinions about a theme or topic ■ Select information that will support the topic ■ Select details and events to tell the story ■ Stay focused on a topic	W

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Grade 1

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. (Standard begins in grade 3) 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	(pp. 176-178) ● Draw (or use other art media) independently to represent information from a text ● Reread writing about reading to check meaning, language, structure, and appropriate word use	WAR
	(pp. 250-257) ■ Locate letter keys on a keyboard to type simple messages ■ Access and use simple programs on the computer (easy word-processing, games) ■ Generate and expand ideas through talk with peers and teacher ■ Add thoughts in thought bubbles or dialogue in speech bubbles or quotation marks to provide information or provide narration ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics ■ Add words, phrases, or sentences to make the writing more interesting or exciting for readers ■ Add words, phrases, or sentences to provide more information to readers ■ Add words, phrases, or sentences to clarify meaning for readers ■ Mark parts that are not clear and provide more information ■ Rearrange and revise writing to better express meaning or make the text more logical (reorder drawings, reorder pages, cut and paste) ■ Reorganize and revise the writing to better express the writer's meaning or make the text more logical ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed	W
	(p. 350) ■ Use software, apps, and online tools, to express ideas, tell a story, craft a persuasive argument, or write a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work with peers and make changes based on their suggestions ■ Use artifacts to create simple documents, multimedia products, or e-books	TC

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Grade 1

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Standard begins in grade 4)	(pp. 176-178) ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions through interactive or shared writing ● Compose notes, lists, letters, or statements based on a text using interactive, shared, or independent writing ● Reread to remember something from a text in order to draw or write about it ◆ Using drawing or writing, write questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them	WAR
	(pp. 250-257) ■ Actively contribute to shared or interactive writing around a topic or theme ■ Generate and expand ideas through talk with peers and teacher ■ Look for ideas and topics in personal experiences, shared through talk ■ Contribute to group writing (shared or interactive) with ideas or topics ■ Observe carefully before writing about a person, animal, object, place, action ■ Observe carefully to detect and describe change (growth, change over time in plants or animals, chemical changes in food), and talk about observations ■ Actively contribute to shared or interactive writing to report the results of investigation ■ Ask questions and gather information on a topic ■ Remember important information about a topic in order to write about it ■ Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts)	W
	(p. 350) ■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information ■ Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images, and citing sources	TC

Range of Writing

Standard	Behaviors and Understandings	
10. (Standard begins in grade 3)		W

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Grade 1

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home, Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	(pp. 250-257) ■ Use nouns, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions ■ Write in past tense: e.g., *he asked a question* ■ Write in present tense: e.g., *he asks a question* ■ Write in future tense: *e.g., he will ask a question* ■ Use conventional sentence structure (noun + verb) ■ Use a capital letter for the first word of a sentence ■ Use a capital letter at the beginning of a familiar proper noun ■ Use periods, exclamation marks, and question marks as end marks ■ Spell approximately one hundred high-frequency words conventionally and reflect spelling in final drafts ■ Attempt unknown words using known word parts and letter-sound knowledge ■ Construct phonetic spellings that are readable	W
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	(pp. 637-645) 2. Recognize and use nouns. 3. Recognize and use pronouns (simpler will be learned before more complex). 4. Recognize and use adjectives. 10. Recognize and use common verb tenses. 11. Recognize and use the past tense of regular verbs, which add *-ed* to the end of a base word: e.g., *helped, asked, played; liked, lived; stopped, fitted; cried, tried.* 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

Knowledge of Language

Standard	Behaviors and Understandings	
3. (Standard begins in grade 2)		Appendix

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Grade 1

Vocabulary Acquisition and Use

Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	(pp. 120-123) ● Notice word endings that are in one's own oral vocabulary: e.g., *running, painted* ● Understand the meaning of new words after reading and talking about them ● Use contextual information to understand the meaning of new words ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading	SR
	(pp. 367-369) ■ Recognize and use concept words: e.g., color names, number words, days of the week, months of the year, seasons ■ Recognize and use synonyms (words that have almost the same meanings): e.g., *high/tall* ■ Recognize and use the ending *-s* when making a verb agree with its subject: e.g., *cats run/cat runs; they jump/she jumps, dogs play/dog plays*	PSWS
	(pp. 637-645) 10. Recognize and use common verb tenses. 11. Recognize and use the past tense of regular verbs, which add *-ed* to the end of a base word: e.g., *helped, asked, played; liked, lived; stopped, fitted; cried, tried.*	Appendix

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Grade 2

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.	(pp. 42-44) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Tell what happened in a text after hearing it read ◆ Infer the messages in a work of fiction ◆ Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them ◆ Notice character change and infer reasons from events of the plot ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, magic, the hero's quest, fantastic or magical objects, wishes, trickery, transformations	IRA LD
	(pp. 126-129) ● Tell what happens in a readers' theater script or a play ● Provide an oral summary of a story, play, or nonfiction text ◆ Infer a "lesson" from reading a simple version of a traditional tale in chorus or in parts with others ◆ Infer the writer's message or theme in a text ● Follow and understand simple plots in stories and readers' theater or plays ◆ Infer the reasons for characters' actions and feelings in a story or play ■ Express opinions about a text and justify with evidence	SR
	(pp. 180-182) ■ Form and record questions in response to events of a plot or to important information ● Make notes or write descriptions to help remember important details about setting ● Make notes or write descriptions to help remember important details about plot ● Write summaries that include the story's main problem and how it is resolved ● Write a summary that includes important details about characters ● Make notes or write descriptions to help remember important details about characters ◆ Show when characters change or learn a lesson in a story, and infer reasons related to events of the plot ◆ Describe the relationships between a character's actions and their consequences ◆ Write the author's message ◆ Write about the lesson inferred from traditional literature ■ Notice and write a fiction writer's "lesson" ■ Write about the writer's purpose in telling a story and what messages to readers the story might contain	WAR
	(pp. 490-494) ● Summarize information in the text, selecting the information that is important ◆ Talk about the text showing understanding of events, topic, or content ◆ Talk about the lessons the story teaches ◆ Talk about what is learned from the characters, the problem, and the resolution of the problem ◆ Infer reasons for character change ■ Notice the evidence a writer provides to show character attributes and motives as well as characters' changes	GR

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Standard	Behaviors and Understandings	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	(pp. 42-44) ■ Notice and understand some elements of poetry: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape) ● Follow a plot with multiple events or episodes ● Notice and understand a simple plot with problem and solution ■ Recognize and discuss aspects of narrative structure: beginning, series of events, high point of the story, problem resolution, ending ● Follow multiple characters, each with unique traits, in the same story ● Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud ● Follow and understand assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking ■ Notice when a book has repeating episodes or language patterns	IRA LD
	(pp. 126-129) ● Use awareness of rhyme and rhythm in poetry to monitor, correct, and anticipate the text ● Adjust the voice to reflect dialogue in the body of the text ■ Notice aspects of simple dialogue and use those aspects to decide how dialogue should be read ■ Notice a writer's use of rhyme and rhythm and identify language that shares these features ■ Notice how aspects of a text like rhyme, rhythm, and repetition affect appreciation or enjoyment ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, solution, main character, question and answer, topic, time and place, events, character change, message, dialogue, description, time order, problem and solution*	SR
	(pp. 180-182) ■ Write the repeating episodes or patterns in a text ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, solution, main character, time and place, events, character change, message, dialogue* ■ Recognize and write about or represent in diagrams or flowcharts aspects of narrative structure: beginning, series of episodes, events in sequential order, most exciting point in a story, and ending ◆ Label drawings to show what a character might be saying ■ Write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons ■ Notice and write about a fiction writer's use of repetition, refrains, rhythm	WAR
	(pp. 490-494) ● Recognize and read expressively a variety of dialogue, some unassigned ● Recognize that a text is fiction and tells a story that has a beginning, problem, series of events, and end ■ Notice a fiction writer's use of poetic and expressive language in dialogue ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, time and place, question and answer, main character, character change, message, dialogue, topic, events, solution*	GR

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Grade 2

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	(pp. 42-44) ● Notice and remember the important events of a story using the pictures (after hearing the text read several times) ◆ Use details from illustrations and text to support points made in discussion ◆ Think across texts to derive larger messages, themes, or ideas ■ Notice how an illustrator shows the passage of time through illustrations (use of light, weather) ■ Notice and remember literary language patterns that are characteristic of traditional literature: e.g., *once upon a time, long ago and far away, happily ever after*	IRA LD
	(pp. 126-129) ● Follow and understand simple plots in stories and readers' theater or plays ◆ Use the events if a story or play to anticipate exciting places in a text or to predict what will happen next ◆ Make connections among text by noticing similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 180-182) ◆ Draw and write about connections among texts by topic, ideas, authors, characters ■ Notice and note decorative or informative illustrations and/or print outside the body of the text (peritext) ■ Compare in writing different versions of the same story, rhyme, or traditional tale ■ Write about the importance of setting to the plot of the story ◆ Write about the significance of events in a plot ■ Compare the problems in different versions of the same story, rhyme, traditional tale ◆ Write a prediction of what a character is likely to do next and support predictions with evidence ◆ Describe character attributes as revealed through thought, dialogue, behavior, and what others say or think about them ◆ Describe characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them ■ Write about the details found in illustrations	WAR
	(pp. 490-494) ◆ Make connections among texts of the same genre ◆ Make connections among texts on the same topic or with similar content ◆ Talk about what is learned from the characters, the problem, and the resolution of the problem ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ■ Notice the evidence a writer provides to show character attributes and motives as well as characters' changes ■ Notice how illustrations add to important story action	GR

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Grade 2

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 40-41) ■ Listen to and discuss a range of fiction and nonfiction texts ■ Experience simple narratives with straightforward structure (beginning, middle, several episodes, and ending) but more episodes included ■ Hear and talk about texts with content that is appropriate for children's cognitive development, social and emotional maturity, and life experience ■ Listen to and discuss a few texts with settings distant in time and place from children's own experiences ■ Experience texts with main characters and supporting characters, some with multiple dimensions ■ Hear and talk about books with descriptive language conveying a range of human feelings: e.g., joy, sadness, anger, eagerness ■ Listen to and discuss texts with some long and complex sentences that require attention to follow ■ Experience texts with illustrations that support interpretation or enhance enjoyment but that are not necessary for understanding	IRA LD
	(pp. 124-125) ■ Interact with a variety of fiction and informational shared texts ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Interact with shared texts that have humor that is easy to grasp ■ Read shared texts with content that reflects a wide range of settings, languages, and cultures ■ Participate in shared reading of texts with descriptive language conveying sensory experiences (imagery) ■ Read shared texts with both realistic and fantastic settings, events, and characters ■ Participate in shared reading with most texts told from a single point of view ■ Read shared texts with sentences with multiple clauses (independent and dependent) and phrases ■ Experience shared texts with illustrations that reflect the theme	SR
	(pp. 488-490) ■ Understand characteristics of a range of genres ■ Process chapter books and other special forms ■ Read books with narratives that are straightforward but have elaborate plots with many episodes ■ Process texts with multiple characters that show some change over time ■ Process sentences of varying complexity that may contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve words smoothly and automatically in both silent and oral reading ■ Read and understand descriptive words ■ Read silently and independently ■ Demonstrate all aspects of smooth, fluent processing	GR

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Grade 2

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	(pp. 45-47) ● Ask questions to deepen understanding of a text ● Refer to important information and details and use as evidence in discussion to support opinions and statements ■ Identify and discuss interesting and important information in a text ● Follow and understand nonfiction texts with clearly defined overall structure and simple categories ■ Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories ■ Notice that a nonfiction writer puts together information related to the same topic (category) ■ Notice the main topic of a nonfiction text and subtopics ◆ Make connections among the content and ideas in nonfiction texts: e.g., animals, pets, families, sports, the five senses, nutrition and food, school, neighborhood, weather and seasons, machines, plants	IRA LD
	(pp. 126-129) ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ◆ Synthesize new content related to familiar topics and topics that may be new ◆ Infer important ideas from reading a narrative nonfiction text ◆ Make predictions based on understanding of text structure in fiction and nonfiction texts ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast	SR
	(pp. 183-184) ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ● Compose notes, lists, letters, or statements to remember important information about a text ■ Form and record questions in response to important information ■ Draw or write to describe how ideas and content within a text are alike and different ■ Notice and show in writing how a text is organized by main topics and subtopics ■ Use graphic organizers such as webs to show how a writer puts together information related to the same topic ● List the significant events or ideas in an expository or biographical text ◆ Write about connections among ideas in a text: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc.	WAR
	(pp. 491-494) ● Summarize information in the text, selecting the information that is important ◆ Talk about the text showing understanding of events, topic, or content ◆ Infer temporal sequences and the reasons for each step ■ Understand that the information and ideas in a text are related to each other, and notice how the author presents this ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, comparison and contrast, question and answer	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	(pp. 45-47) ◆ Infer the writer's attitude toward a topic (how the writer "feels") ■ Understand that a writer has a purpose in writing about a topic ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities ● Learn some words that do not appear frequently in oral conversation but are used in writing (tier 2) ● Derive the meaning of words from the context of a paragraph or the whole text ■ Notice and use and understand the purpose of some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap	IRA LD
	(pp. 126-129) ● Add new words from a text to oral and reading vocabulary ● Use contextual information to understand the meaning of new words ◆ Infer the writer's purpose ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram, infographic; label, caption, legend ◆ Notice and learn new ways to present information in nonfiction texts using illustrations and book and print features	SR
	(pp. 183-184) ● Use new vocabulary from texts when writing to appropriately reflect meaning ■ Use text as a resource for words, phrases, and ideas for writing ■ Write about why an author might choose to write a story or write about a topic ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgements, section, heading, drawing, caption, map, dedication, author's note, illustrator's note, section, diagram, glossary* ◆ Draw and write about the author's message ● Reference book and print features in writing about reading: title, table of contents, chapter title, heading, sidebar; author's note, pronunciation guide, glossary	WAR
	(pp. 491-494) ● Use a glossary to learn or check the meaning of words ● Notice labels or captions on photographs and drawings and use them to understand the words in the text ■ Think analytically about the significance of a title ■ Notice and understand how the graphics and sidebars complement the body of the text ■ Talk critically about what a writer does to make a topic interesting or important	GR

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Grade 2

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.	(pp. 45-47) ◆ Use evidence from the text to support statements about the text ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ● Follow arguments in a persuasive text ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, map with legend, infographic ■ Notice how illustrations and graphics help to communicate the writer's message ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly	IRA LD
	(pp. 126-129) ◆ Identify what is known and what is new in a nonfiction text ■ Express opinions about a text and justify with evidence ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ◆ Infer information from nonfiction illustrations and book and print features ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 183-184) ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Reread to remember something from a text for use in drawing or writing independently ◆ Draw and write to relate important information/ideas within a text to other texts ◆ Draw and write about connections among texts by topic, theme, major ideas, author's styles, and genres ● Notice and write about information found in simple graphics such as photo and drawing with label or caption, diagram, map ■ Notice and write to describe how the graphics in a text help explain information so ideas are clearly communicated	WAR
	(pp. 491-494) ◆ Make connections among texts of the same genre ◆ Make connections among texts on the same topic or with similar content ■ Notice and understand how the graphics and sidebars complement the body of the text ■ Understand that illustrations or photographs add to the ideas and information in a text ■ Talk critically about what a writer does to make a topic interesting or important	GR

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Grade 2

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 40-41) ■ Listen to and discuss a range of fiction and nonfiction texts ■ Experience informational texts related to a larger topic, sometimes with subtopics ■ Listen to and discuss texts with underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence (e.g., life cycles, how-to books), compare and contrast ■ Hear and talk about simple biographical and historical texts with narrative structure ■ Experience informational texts with some examples of simple argument and persuasion ■ Hear and talk about texts with content that is appropriate for children's cognitive development, social and emotional maturity, and life experience ■ Experience texts with procedural language: e.g., step-by-step, directions, how-to ■ Listen to and discuss texts with some long and complex sentences that require attention to follow ■ Hear and talk about texts with technical vocabulary	IRA LD
	(pp. 124-125) ■ Interact with a variety of fiction and informational shared texts ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Read shared texts with a few topics that may be beyond some children's immediate experiences (farm, beach, big city, forms of transportation) ■ Interact with some procedural texts written in second-person in shared reading ■ Read shared texts with sentences with multiple clauses (independent and dependent) and phrases ■ Read shared texts with variation of tense that changes text complexity: e.g., *goes, was going, will be going* ■ Interact with shared texts with words with suffixes and prefixes	SR
	(pp. 488-490) ■ Understand characteristics of a range of genres ■ Read short nonfiction texts, mostly on single topics ■ Identify and use underlying structural patterns (description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer) ■ Process sentences of varying complexity that may contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Read and understand some complex content-specific words, and some technical words ■ Solve words smoothly and automatically in both silent and oral reading ■ Read silently and independently ■ Demonstrate all aspects of smooth, fluent processing	GR

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Standard	Behaviors and Understandings	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	(pp. 370-373) ■ Hear and identify long vowel sounds in words and the letters that represent them ■ Contrast short and long vowel sounds in words: e.g., *at/ate, pet/Pete, bit/bite, hop/hope, cut/cute* ■ Recognize and use letter combinations that represent long vowel sounds: e.g., *chain, play, neat, meet, pie, light, roast, toe, row, blue, fruit, new* ■ Recognize and use longer high-frequency words, some with more than one syllable: e.g., *after, around, before, their, there, these, very, which* ■ Read and write approximately two hundred high-frequency words ■ Understand and talk about the concept of a suffix ■ Use known word parts (some are words) to solve unknown larger words: e.g., *in/into, can/canvas* ■ Break a word into syllables to decode manageable units: e.g., *re/mem/ber, be/fore*	PSWS

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Standard	Behaviors and Understandings	
4. Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	(pp. 126-129) ● Use multiple sources of information to monitor, search, and self-correct in solving words ● Notice when sentence structure does not match knowledge of syntax and reread to correct (self-monitor) ● Use line breaks to guide phrasing when reading poetry in unison or individually ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate ● Recognize and reflect punctuation with the voice (e.g., period, question mark, exclamation mark, comma, quotation marks, ellipses) when reading in chorus or individually ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others, adjust the voice to reflect aspects of the text: e.g., humor, surprise, suspense, sadness ● Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry ● Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters ● Adjust volume and tone of voice to reflect stage directions (e.g., *quietly, shouted, with a laugh*) and to read a script with fluency and expression	SR
	(pp. 491-494) ● Reread a word or phrase occasionally to monitor or self-correct ● Use multiple sources of information (meaning, language structure, visual information) to self-monitor and self-correct ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate ● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy	GR

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Grade 2

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	(pp. 42-47) ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ◆ Relate important ideas in the text to each other and to other texts ● Recall important details about setting after a story is read ◆ Use details from illustrations and text to support points made in discussion ● Notice and remember the important events or steps of a text in temporal or chronological sequence	IRA LD
	(pp. 332-334) ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Listen with attention during instruction, and respond with statements and questions ■ Ask clarifying questions when listening to texts read aloud, or to presentations by teachers and other students ■ Ask questions to clarify unknown words heard while actively listening ■ Recall and state ideas from oral reading and presentations ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with a variety of audiences ■ Take turns when speaking ■ Demonstrate respectful listening behaviors ■ Follow a topic and add to discussion with comments on the same topic ■ Listen, respond, and build on the statements of others ■ Ask questions for clarification or to gain information ■ Actively participate in the give and take of conversation ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing, or adding on and explaining reasons	OVC

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Standard	Behaviors and Understandings	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	(pp. 333-334) ■ Provide more than one reason for agreement with an idea or opinion ■ Explain and describe people, events, places, and things in a story ■ Share knowledge of story structure by describing setting, characters, events, or endings ■ Recall stories including events, characters, problems ■ Verbalize reasons for problems, events, and actions in stories ■ Express opinions and support with evidence ■ Offer solutions and explanations for story problems ■ Express and reflect on their own feelings and recognize the feelings of others ■ Speak about a topic with enthusiasm ■ Tell stories and present information in an interesting way ■ Speak at an appropriate volume to be heard when addressing large and small groups ■ Enunciate words clearly in their own languages as well as in English ■ Answer questions asked by the audience ■ Maintain a clear focus on the important or main ideas ■ Tell stories from personal experiences ■ Retell familiar stories or stories from texts ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Use props, illustrations, images, or other digital media to enhance a presentation	ovc

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Standard	Behaviors and Understandings	
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	(pp. 180-184) ● Record the titles and authors of favorite fiction books ● Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., *and, but, so, because, before, after* ■ Write why an author might choose to write a story or write about a topic ■ Express opinions (e.g., interesting, funny, exciting) about a text in writing and support those opinions with evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ◆ Express feelings such as empathy for or dislike of a character ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Write about content from texts that reflects beginning understandings of the physical and social world: health, social studies, science, mathematics, arts ◆ Provide evidence from the text or from personal experience to support written statements about a text	WAR
	(pp. 258-265) ■ Select "small moments" or experiences and share thinking and feelings about them ■ Use words that show the passage of time ■ Tell details about the most important moments in a story or experience while eliminating unimportant details ■ Describe characters by what they do, say, and think and what others say about them ■ Introduce information in categories ■ Provide supporting details in each category ■ Provide information that teaches readers about a topic ■ Write a story that has a beginning, a series of things happening, and an ending or an informational text that has introductory and summary sentences ■ Introduce ideas followed by supportive details and examples ■ Bring a piece to closure through an ending or summary statement ■ Select details that will support a topic or story ■ Understand the importance of the lead in a story or nonfiction piece ■ Bring the piece to closure with an ending or final statement	W

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Grade 2

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. (Standard begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	(pp. 180-184) ● Draw (or use other art media) independently to represent information from the text ● Reread writing about reading to check meaning, language structure, and appropriate word use	WAR
	(pp. 258-265) ■ Provide interesting details that develop a topic ■ Use some vocabulary specific to the topic ■ Communicate clearly the main points intended for readers to understand ■ Begin to develop efficient keyboarding skills ■ Make changes on the screen to revise and edit, and publish documents ■ Stay focused on a topic ■ Decide what is most important about the topic or story ■ Change writing in response to peer or teacher feedback ■ Write a continuous message on a simple topic ■ Reread and revise the draft or rewrite a section to clarify meaning ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics ■ Add words, phrases, or sentences to clarify meaning for readers ■ Delete text to better express meaning and make the text more logical ■ Identify vague parts or confusing ideas and provide specificity ■ Reorder the information in a text to make the meaning clearer by cutting apart, cutting and pasting, laying out pages, using word-processing ■ Understand that the more accurate the spelling and the clearer the space between words, the easier it is for the reader to read it ■ Use spell check, accepting or rejecting changes as needed ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed	W
	(p. 351) ■ Use software, apps, and online tools, to express ideas, tell a story, craft a persuasive argument, or write a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work with peers and make changes based on their suggestions ■ Use artifacts to create simple documents, multimedia products, or e-books	TC

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Grade 2

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Standard begins in grade 4)	(pp. 180-184) ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ◆ Reflect in writing both prior knowledge and new knowledge from a text ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Reread to remember something from a text for use in drawing or writing independently	WAR
	(pp. 258-265) ■ Gather and internalize information and then write in one's own words ■ Explore relevant questions in talking about a topic ■ Contribute to group writing ideas/topics (shared or interactive) ■ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ■ Observe carefully to describe and compare animals, plants, objects, people, and talk about observations ■ Observe carefully to detect and describe change (growth, change over time in plants or animals, chemical changes in food), and talk about observations ■ Actively contribute to shared or interactive writing to report the results of investigation ■ Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts) ■ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it	W
	(p. 351) ■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information ■ Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images	TC

Range of Writing

Standard	Behaviors and Understandings	
10. (Standard begins in grade 3)		W

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Grade 2

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* →*boil*). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	(pp. 258-265) ■ Use nouns and pronouns correctly so that they agree (in gender, number, case): e.g., *Mike, he* ■ Use adjectives, adverbs, and prepositions correctly ■ Write in past tense: e.g., *He walked fast yesterday* ■ Use a range of types of sentences: e.g., declarative, interrogative, imperative, exclamatory ■ Use capital letters for the names of people, places, days, months, cities, states ■ Read one's writing aloud and think where punctuation would go ■ Use apostrophes in contractions and many possessives ■ Use commas to separate items in a series ■ Correctly spell approximately 200 familiar high-frequency words, words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings and reflect spelling in final drafts ■ Use simple resources to help in spelling words or check on spelling (word walls, personal word lists)	W
	(pp. 637-645) 2. Recognize and use nouns. 3. Recognize and use pronouns (simpler will be learned before more complex). 4. Recognize and use adjectives. 6. Recognize and use adverbs. 12. Recognize and use the past tense of irregular verbs, which do not use the suffix *-ed*: e.g., *come/came, eat/ate, fall/fell, grow/grew, teach/taught*. 20. Recognize and use sentences with various structures. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Grade 2

Knowledge of Language

Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	(pp. 333-334) ■ Vary language according to purpose	OVC
	(pp. 258-265) ■ Understand that a friendly letter is more formal than an e-mail, note, or card ■ Understand that what you say (oral language) can be put into writing ■ Be aware that the language of books is different in some ways from talk	W
	(pp. 637-645) 21. Use complete sentences and avoid common sentence problems in writing.	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell, retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	(pp. 126-129) ● Discuss words with others ● Use contextual information to figure out the meaning of new words ● Connect words that have similar features: e.g., syllables, prefixes, suffixes, base words, parts of speech	SR
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy).* b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	(pp. 258-265) ■ Use known oral vocabulary in writing even if unsure how to spell some words ■ Show evidence of using language from storybooks and informational books that have been read aloud ■ Borrow a word, phrase, or a sentence from another writer ■ Use examples to make meaning clear to readers ■ Learn new words from reading and try them out in writing ■ Show ability to vary the text by choosing alternative words (e.g., alternatives for *said*) when appropriate	W
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	(pp. 370-373) ■ Recognize and use synonyms (words that have almost the same meaning): e.g., *high/tall* ■ Recognize and use compound words with common parts: e.g., *doghouse, housekeeper, schoolhouse; beside, inside, sidewalk* ■ Remove the inflectional ending from a base word to read and write other words: e.g., *sits/sit, jumping/jump, player/play, wished/wish* ■ Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g., *damp, wet* ■ Use a glossary to solve and find information about words ■ Use a dictionary to solve and find information about words	PSWS
	(pp. 637-645) 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Grade 3

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	(pp. 50-52) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Tell a summary of a text after hearing it read ◆ Use evidence from the text to support statements about the text ◆ Infer the messages in a work of fiction ■ Notice when a fiction writer is communicating a moral lesson ◆ Infer characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them	IRA LD
	(pp. 132-135) ● Tell what happens in a readers' theater script or play ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ● Provide a concise statement summarizing a readers' theater script, choral reading, or poem, including the important information and the major themes or ideas ◆ Infer characters' feelings and motivations and the relationships between characters from reading dialogue in a script	SR
	(pp. 186-188) ● Reference page numbers from a text in writing about important information ◆ Provide evidence from the text or from personal experience to support written statements about a text ◆ Provide details that are important to understanding the story problem, the setting, and the characters ■ Form and record questions in response to events of a plot or to important information ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ◆ Describe characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them and support with evidence ◆ Notice and write about character change and infer reasons related to events of the plot ◆ Write about the relationships between a character's actions and consequences ◆ Infer and write about the larger messages of a fiction text ■ Notice and write a fiction writer's "lesson"	WAR
	(pp. 515-519) ● Summarize the important information in the text in a clear and logical way without extraneous detail ◆ Infer character traits, feelings, and motivations from what characters say, think, or do and what others say or think about them ◆ Infer character development from evidence in behavior as well as reasons for change ◆ Infer complex relationships between and among characters by noticing evidence in their responses to each other ◆ Infer some abstract themes and ideas ■ Relate character development to the events of the plot	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.	(pp. 50-52) ● Understand how one episode builds on another and use information from the beginning of a story to interpret later episodes ◆ Express opinions about the characters in a story (evil, dishonest, clever, sly, greedy, brave, loyal), and support with evidence ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ■ Use some academic language to talk about book and print features: e.g., *front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, chapter, section, heading, drawing, caption, map, chapter title, dedication, author's note, illustrator's note, endpapers, book jacket*	IRA LD
	(pp. 132-135) ◆ Acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems ● Add new words from texts to vocabulary constantly ● Use contextual information to solve the meaning of new words ◆ Make predictions based on understanding of text structure in fiction and nonfiction texts ◆ Gain insight into perspectives of characters in fiction and real historical characters ■ Recognize some characteristics of fiction and nonfiction genres in plays and readers' theater scripts ■ Use some academic language to talk about plays and performance: e.g., *line, speech, scene, act, actor, actress, role, part, hero, villain, playwright*	SR
	(pp. 186-188) ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ■ Recognize and write about a few complex text structures in fiction: story-within-a-story, flashback ■ Recognize and write about aspects of narrative structure: beginning, series of events, problem, resolution, ending ◆ Express feelings such as empathy for or dislike of a character ■ Draw or write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons ■ Notice and write about how the writer uses literary language including some use of metaphor and simile as well as description	WAR
	(pp. 515-519) ● Derive the meaning of a new word from the context of the sentence, the paragraph, or the whole text ● Understand many words that have multiple meanings and identify the specific meaning that applies in a sentence or paragraph ● Understand denotative, connotative, and figurative meaning of words ◆ Make connections between the events in chapters that are connected to a single plot ◆ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text ◆ Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text ■ Notice when the writer uses the second person to talk directly to the reader ■ Share opinions of characters and talk about how they could have made different decisions or behaved differently	GR

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Grade 3

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	(pp. 50-52) ■ Form and state the basis for opinions about authors and illustrators ■ Recognize some authors by the style of their illustrations, their topics, characters they use, or typical plots ◆ Use details from illustrations and text to support points made in discussion ■ Notice how illustrations and graphics can reflect the theme in a text ■ Notice and infer how illustrations contribute to the mood in a text	IRA LD
	(pp. 132-135) ◆ Make connections between texts and readers' theater scripts that are made from them and understand the differences ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ◆ Make predictions based on understanding of characters and character motivation ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 186-188) ◆ Relate important information/ideas within a text or to other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ■ Notice and write about decorative or informative illustrations and/or print outside the body of the text (peritext) ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ■ Notice language (serious, humorous, respectful, affectionate) that evokes strong feelings such as fear, suspense, sadness, and humor, in the reader or listener (mood) ■ Appreciate and write critiques of fiction texts by noticing characteristics of style (interesting language, humor, suspense, depiction of characters) ■ Write about the details found in illustrations ■ Write about how illustrations and graphics help communicate the writer's message	WAR
	(pp. 515-519) ◆ Use previous reading of a book in a series to predict types of characters and plots in a sequel or another book in the series ◆ Make connections among books in a series ◆ Infer information from the pictures that add meaning to the text ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil ■ Talk critically about what a writer does to make a topic interesting or important	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	(pp. 48-49) ■ Experience a range of fiction and nonfiction genres and forms ■ Listen to and discuss stories with complex plot and multiple problems ■ Experience a few texts with variations in structure (story-within-a-story, flashback) that are easily followed ■ Hear and talk about texts with content that is appropriate for students' cognitive development, social and emotional maturity, and life experience ■ Hear and talk about texts with character development as a result of plot events ■ Experience texts with language and events that convey an emotional atmosphere (mood) in a text, affecting how the reader feels: e.g., tension, sadness, whimsicality, joy ■ Hear and talk about texts with extended dialogue that increases sentence complexity ■ Hear and talk about texts with illustrations that convey mood	IRA LD
	(pp. 130-131) ■ Engage with a variety of fiction and informational texts ■ Participate in shared reading of excerpts that highlight particular literary features: e.g., description, turning point in a narrative, figurative language, dialogue, persuasive language ■ Read shared texts with content that is appropriate for students' cognitive development, emotional maturity, and life experience ■ Process shared texts with character dimensions and relationships revealed through dialogue and behavior ■ Participate in shared reading of poetic texts that include some nonstandard sentences ■ Read shared texts with words to assign dialogue that guide readers in interpretation of the text: e.g., *chattered, begged, sharply* ■ Engage in shared reading of texts with many multisyllable words	SR
	(pp. 512-514) ■ Identify characteristics of a number of genres and forms, including fiction chapter books, chapter books with sequels, picture books, and series books ■ Read narratives with straightforward structure, but multiple episodes building toward problem resolution ■ Understand problems that present internal conflict and characters that develop and change over time ■ Understand abstract and mature themes, and take on diverse perspectives and issues related to race, language, and culture ■ Process sentences that are complex and contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve words smoothly and automatically in both silent and oral reading ■ Read and understand descriptive words and common connectives ■ Demonstrate all aspects of smooth, fluent processing with little overt problem solving in oral reading	GR

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Grade 3

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	(pp. 53-55) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ■ Form and express opinions about a text and support with rationale and evidence ■ Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories ■ Notice the topic of a nonfiction text, and that subtopics are related to the main topic ◆ Infer the larger ideas and messages in a nonfiction text	IRA LD
	(pp. 132-135) ● Follow and understand content to derive facts from a nonfiction text ■ Express opinions about texts and justify with evidence ◆ Infer important ideas from reading a narrative nonfiction text ◆ Infer the writer's message or theme in a text ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution	SR
	(pp. 189-190) ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Select and include appropriate and important details when writing a summary of a text ● Revisit texts for ideas or to check details when writing or drawing ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, question and answer, topic, events, message, dialogue, description, time order, problem and solution, setting, main idea, comparison and contrast* ● Write an outline by providing summaries of information learned using headings and subheadings that reflect a text's overall structure and simple categories ■ Draw and write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons ● List the significant events or ideas in an informational or biographical text ◆ Infer or write about the larger messages or main ideas	WAR
	(pp. 515-519) ● Talk about the text after reading, including important information in organized summary form ● Summarize important parts of the text (i.e., chapters or sections) ● Summarize narrative nonfiction, biography, or a temporal sequence in time order ◆ Make predictions using the logical organization or structure of the text ◆ Understand the problems of challenging situations: e.g., war, the environment, society's problems such as poverty, war ■ Notice that a writer organizes a text into categories and subcategories ■ Notice and think analytically about a writer's use of argument or persuasion	GR

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Grade 3

Craft and Structure

Standard	Behaviors and Understandings	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.	(pp. 50-55) ■ Understand that a writer has a purpose in writing a fiction or nonfiction text ■ Form and state the basis for opinions about authors and illustrators ◆ Infer the writer's attitude toward a topic ● Notice and acquire understanding of new vocabulary from read-aloud content ● Notice and understand the meaning of a few easy, domain-specific words (Tier 3) ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, cutaway, map with legend, infographic ■ Notice and use and understand the purpose of some other text resources: e.g., glossary, index	IRA LD
	(pp. 132-135) ● Add new words from texts to vocabulary constantly ● Notice and understand words that are of high interest and novelty ● Understand the meaning of content words supported by the pictures in a nonfiction text ◆ Infer the writer's purpose ■ Notice aspects of the writer's craft by looking at an enlarged page with the group ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram, infographic; label, caption, legend ◆ Infer information from nonfiction illustrations and book and print features	SR
	(pp. 189-190) ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ● Understand some words that appear in the language of mature users and in written texts (Tier 2) ■ Write to explore the writer's purpose and stance toward a topic ■ Form and express opinions about a text and/or an author or illustrator in writing and support those opinions with rationales and evidence ● Reference organizational tools and text resources in writing about reading: table of contents, chapter title, heading, sidebar; dedication, acknowledgments, author's note, glossary	WAR
	(pp. 515-519) ● Understand some words particular to academic disciplines (Tier 3) ● Understand and acquire content-specific words that require the use of strategic actions (i.e., using definitions within the body of the text, the glossary, or other reference tools) ◆ Express new ways of thinking based on engagement with the text ◆ Infer the meaning of a range of graphics that require reader interpretation and are essential to comprehending the text ■ Infer the writer's purpose in choosing a topic or telling a story ■ Assess whether a text is authentic and consistent with life experience ■ Talk critically about what a writer does to make a topic interesting or important	GR

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Grade 3

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	(pp. 53-55) ● Notice and remember the important events or steps in temporal or chronological sequence and tell them in order ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories ◆ Think across nonfiction texts to construct knowledge of a topic ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly ◆ Gain new understandings from searching for and using information found in text body, sidebars, and graphics	IRA LD
	(pp. 132-135) ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ◆ Notice and talk about how shared texts are alike or different ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ● Search for information in illustrations and in book and print features in a nonfiction text: e.g., drawing, photograph, map, diagram; table of contents, heading, sidebar ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram; label, caption, legend	SR
	(pp. 189-190) ◆ Relate important information/ideas within a text to other texts ◆ Write about the important information and concepts in one text and connect it to information and concepts in other texts ● Understand and note important information provided in graphics such as photographs, paintings, drawings, captions, labels, insets, charts, diagrams, tables, graphs, maps, timelines, sidebars ■ Write about how the information and graphics go together ■ Write about how graphics and text are carefully placed in a nonfiction text to effectively communicate ideas	WAR
	(pp. 515-519) ◆ Make connections among texts on the same topic or with similar content ◆ Infer the larger message in a text (i.e., what we can learn from it beyond the facts) ■ Understand that the information and ideas in a text are related to each other and notice how the author presents this ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, comparison and contrast, problem and solution, question and answer ■ Notice how the writer uses graphics to convey information that complements the body of the text ■ Understand that illustrations or photographs add to the ideas and information in a text	GR

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Grade 3

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	(pp. 48-49) ■ Experience a range of fiction and nonfiction genres and forms ■ Listen to and discuss informational texts with clearly defined structure and categories and subcategories, some defined by headings and sections ■ Hear and talk about texts with content that is appropriate for students' cognitive development, social and emotional maturity, and life experience ■ Experience texts with content that promotes inquiry and investigation ■ Hear and discuss texts with content that reflects increasing understanding of the physical and social world: e.g., health, social studies, science, mathematics, arts ■ Experience texts with persuasive language ■ Listen to texts with sentence structure adapted to fit purpose: e.g., heading, subheading, label, caption, legend ■ Hear and discuss texts with occasional use of words that are particular to a discipline (Tier 3)	IRA LD
	(pp. 130-131) ■ Process a variety of fiction and informational shared texts ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ■ Read shared texts with content that is appropriate for students' cognitive development, emotional maturity, and life experience ■ Process some shared texts with long sentences divided into bulleted or numbered lists ■ Read shared texts with sentence structure adapted to fit purpose and form of book and print features: e.g., heading, subheading, label, caption, legend ■ Process shared texts with a few content words (labels) related to concepts that students can understand ■ Interact with shared texts with a wide range of punctuation: e.g., period, question mark, exclamation mark, comma, quotation marks, ellipses, dash, parentheses, colon (in some scripts)	SR
	(pp. 512-514) ■ Identify characteristics of a number of genres and forms, including biographies, persuasive texts, and hybrid texts that blend more than one genre in a coherent whole ■ Read and understand nonfiction texts that provide information in categories on several related topics, many of which are well beyond readers' typical experience ■ Identify and use underlying structures (description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer) ■ Process complex sentences with prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve new vocabulary words, some defined in the text and others to be derived from context or reference tools ■ Read and understand some complex content-specific words, common connectives and some technical words ■ Demonstrate all aspects of smooth, fluent processing with little overt problem solving in oral reading	GR

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Standard	Behaviors and Understandings
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	(pp. 374-377) ■ Read and write approximately five hundred high-frequency words ■ Hear, say, clap, and identify syllables in words with three or more syllables: e.g., *an/oth/er, bi/cy/cle, fish/er/man, el/e/va/tor, un/u/su/al* ■ Recognize and use frequently appearing syllable patterns in multisyllable words: e.g., *alone, before, enter, imitate, increase, repeat, unhappy, trouble, other, purple, already* ■ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., *ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-* ■ Understand and talk about the concept of a suffix ■ Recognize and use the suffixes *–er* and *–est* to show comparison: e.g., *bright/brighter/brightest, fierce/fiercer/fiercest, sad/sadder/saddest*

PSWS

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Standard	Behaviors and Understandings	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	(pp. 132-135) ● Use multiple sources of information to monitor, search, and self-correct in solving words ● Use line breaks to guide phrasing when reading poetry in unison or individually ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate ● Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor ● Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry ● Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters ● Adjust volume and tone of voice to reflect stage directions (e.g., *quietly, shouted, with a laugh*) and to read a script with fluency and expression ■ Discuss with others how a script or poem should be read and state reasons based on plot, characters, meaning	SR
	(pp. 515-519) ● Self-monitor reading using multiple sources of information (i.e., meaning, language structure, visual information) and with little overt self-correction ● Read silently at a slightly faster rate than when reading orally while maintaining comprehension and accuracy ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate	GR

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Standard	Behaviors and Understandings	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	(pp. 50-55) ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Refer to important information and details and use as evidence to support opinions and statements during discussion ◆ Relate important ideas in the text to each other and to ideas in other texts ■ Form and express opinions about a text and support with rationale and evidence ● Notice and remember the important information in a text ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Identify and discuss interesting, surprising, and important information in a text	IRA LD
	(pp. 335-336) ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Listen with attention during instruction, and respond with statements and questions ■ Recall and state ideas from oral reading and presentations ■ Provide more than one reason for agreement with an idea or opinion ■ Refrain from speaking over others ■ Use turn-taking with courtesy in small-group discussion ■ Use appropriate conventions in small-group discussion (e.g., "I agree with _____ because…"; "I'd like to change the subject…") ■ Follow a topic and add to discussion with comments on the same topic ■ Listen, respond, and build on the statements of others ■ Ask questions for clarification or to gain information ■ Actively participate in the give and take of conversation ■ Engage actively in conversational routines: e.g., turn and talk ■ Ask follow-up questions during partner, small group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing or adding on, and explaining reasons ■ Restate points that have been made and extend or elaborate upon them ■ Answer questions asked by the audience ■ Have a plan or notes to support the presentation	OVC

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Standard	Behaviors and Understandings	
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	(pp. 335-336) ■ Recognize and discuss people, events, places, and things in a text ■ Recall stories including events, characters, problems ■ Express opinions and support with evidence ■ Offer solutions and explanations for story problems ■ Use language to talk about the messages in texts ■ Tell stories and present information in an interesting way ■ Vary speaking voice for emphasis ■ Speak at an appropriate volume to be heard when addressing large and small groups ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Enunciate words clearly in their own languages as well as English ■ Use intonation and word stress to emphasize important ideas ■ Vary language according to purpose ■ Use mostly conventional grammar (depending on individual opportunities over time) ■ Maintain a clear focus on the important or main ideas ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Use graphics (e.g., charts, illustrations, or other digital media) as appropriate to communicate meaning or to enhance a presentation	ovc

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Standard	Behaviors and Understandings	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	(pp. 186-190) ● Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., *and, but, so, because, before, after* ● Use some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts, but do not appear often in everyday oral language: e.g., *although, however, meantime, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet* ◆ Provide evidence from the text or from personal experience to support written statements about a text ◆ Express opinions about facts or information learned ■ Form and express opinions about a text and/or an author or illustrator in writing and support those opinions with rationales and evidence	WAR
	(pp. 266-273) ■ Develop an interesting story with believable characters and a realistic plot ■ Show the problem of the story and how one or more characters respond to it ■ Show rather than tell how characters feel ■ Write an engaging beginning and a satisfying ending to a story ■ Use words that show the passage of time ■ Describe people by what they do, say, and think and what others say about them ■ Use illustrations and book and print features (e.g., labeled pictures, diagrams, table of contents, headings, sidebars, page numbers) to guide the reader ■ Provide information that teachers or informs readers about a topic ■ Introduce information in categories and provide interesting supporting details in each category that develops a topic ■ Introduce, develop, and conclude the topic or story ■ Develop a logical plot by creating a story problem and addressing it over multiple events until it is resolved ■ Communicate clearly the main points intended for the reader to understand ■ Use a variety of transitions and connections: e.g., words, phrases, sentences, and paragraphs	W

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Standard	Behaviors and Understandings	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	(pp. 186-190) ● Reference page numbers from a text in writing about important information ● Reread writing to check meaning, accuracy, and clarity of expression	WAR
	(pp. 266-273) ■ Write fiction and nonfiction narratives that are ordered chronologically ■ Write stories and informational books that have a beginning, a series of things happening, and an ending or introductory and summary sentences ■ Write an informational text using expository structure that is ordered by logic: e.g., sequences, ideas related to each other, categories of related information ■ Begin to use underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ■ Organize information according to purpose and genre ■ Change writing in response to peer or teacher feedback ■ Reread and revise the draft or rewrite sections to clarify meaning ■ Reorganize and revise the writing to better express meaning or make the text more logical ■ Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer ■ Reorder the information in a text to make the meaning clearer by cutting apart, cutting and pasting, laying out pages, using word-processing ■ Understand that the more accurate the spelling and the clearer the space between words, the easier it is for the reader to read it ■ Use spell check, accepting or rejecting changes as needed	W
	(p. 352) ■ Increase keyboard fluency and automaticity through writing and online exploration ■ Use software, apps, and online tools to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video ■ Share work for teacher and peer feedback using editing tools such as comments, highlighting, audio notes, and make revisions based on their suggestions ■ Use artifacts to publish in a variety of formats including a simple document, multimedia product, or e-books ■ Communicate to and with an authentic audience through blogs, videoconferencing, and other online tools with support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world	TC

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Grade 3

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Standard begins in grade 4)	(pp. 186-190) ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ● Compose notes, lists, letters, or statements to remember important information about a text ● Revisit texts for ideas or to check details when writing or drawing	WAR
	(pp. 266-273) ■ Use a list to plan an activity or support memory ■ Plan and organize information for the intended readers ■ Use sketching webs, lists, and freewriting to think about, plan for, and try out writing ■ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ■ Get ideas from other books and writers about how to approach a topic ■ Use resources (print and online) to get information on a topic ■ Make scientific observations, use notes and sketches to document them, and talk with others about connections and patterns ■ Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts) ■ Take notes or make sketches to help in remembering or generating information ■ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it	W
	(p. 352) ■ Use approved digital resources such as websites, databases, e-books, and apps to locate, evaluate, and analyze content ■ Gather information from approved websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images, and citing sources	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(pp. 266-273) ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences	W

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Grade 3

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	(pp. 266-273) ■ Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *although, however, therefore, though, unless, whenever* ■ Recognize and use the eight parts of speech of the English language in an accepted, standard way ■ Use subject-verb agreement: e.g., *blanket is; blankets are* ■ Write in past tense: e.g., *he walked fast yesterday* ■ Write in present tense: e.g., *he walks fast* ■ Write in future tense: e.g., *he will walk fast tomorrow* ■ Use conventional structure for both simple and compound sentences ■ Write some sentences with embedded clauses (complex) and dialogue ■ Use capitals to start the first, last, and most other words in a title ■ Understand and use quotation marks to indicate simple dialogue to show the exact words someone said ■ Use correct punctuation of uninterrupted dialogue ■ Use knowledge of syllables and phonogram patterns to generate multisyllable words ■ Use reference tools to check on spelling when editing final draft (dictionary, digital resources) ■ Use basic rules for adding inflectional endings to words (drop *e*, double letter)	W
	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 2. Recognize and use nouns. 13. Recognize and use subject-verb agreement. 14. Recognize and use pronoun-antecedent agreement. 20. Recognize and use sentences with various structures. 23. Recognize and use sophisticated connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	(pp. 266-273) ■ Understand that a friendly letter is more formal than an email, note, or card ■ Use some literary language that is different from oral language ■ Understand the difference between ordinary language and poetic language ■ Understand that the writer is using language to communicate meaning ■ Learn ways of using language and constructing texts from other writers (reading books and hearing them read aloud) and apply understandings to one's own writing ■ Use memorable words or phrases ■ Use language to show instead of tell ■ Use language to create sensory images ■ Vary word choice to create interesting description and dialogue ■ Write in an expressive way but also recognize how language in a book would sound	W
	(pp. 637-645) 9. Recognize and use interjections. 18. Recognize and use phrases and understand their functions in sentences. 21. Use complete sentences and avoid common sentence problems in writing.	Appendix

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Grade 3

Vocabulary Acquisition and Use

Standard	Behaviors and Understandings
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	(pp. 132-135) ● Add new words from texts to vocabulary constantly ● Use contextual information to solve the meaning of new words ● Recognize words with affixes (prefixes and suffixes) ● Connect words that have similar features: e.g., affixes and other word parts, base words, parts of speech SR (pp. 266-273) ■ Use vocabulary specific to the topic or content ■ Begin to use particular language typical of different genres ■ Use vocabulary appropriate for the topic W (pp. 374-377) ■ Recognize and use synonyms (words that have almost the same meaning): e.g., *mistake/error, high/tall* ■ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., *ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-* ■ Develop interest in vocabulary by recognizing and appreciating aspects of words and by "collecting" and discussing interesting words and using them in conversation ■ Understand and talk about the concept of a suffix ■ Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g., *damp, wet* ■ Use a glossary to solve and find information about words ■ Use a dictionary to solve and find information about words PSWS (pp. 637-645) 18. Recognize and use phrases and understand their functions in sentences. 22. Recognize, understand the function of, and use simple connectives. 23. Recognize and use sophisticated connectives. Appendix

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Grade 4

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	(pp. 58-61) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Understand themes and ideas that are mature issues and require experience to interpret ● Recall important details about setting after a story is read ● Include the problem and resolution in a summary of a text ◆ Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them, and use evidence from the text to describe them	IRA LD
	(pp. 138-141) ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ● Provide a concise statement summarizing a readers' theater script, choral reading, or poem, including the important information and the major themes or ideas ◆ Infer the writer's message or theme in a text ◆ Infer characters' feelings and motivations and the relationships between characters from reading dialogue in a script ■ Use some academic language to talk about literary features: e.g., *beginning, ending, problem, character, solution, main character, question and answer, topic, events, character change, message, dialogue, description, time order, setting, main idea, comparison and contrast, flashback, conflict, resolution, theme, descriptive language, cause and effect, categorization, persuasive language*	SR
	(pp. 193-195) ● Select and include appropriate and important details when writing a summary of a text ◆ Provide evidence from the text or from personal experience to support written statements about a text ◆ Write an interpretation of a story, a nonfiction text, or of illustrations understanding that there can be more than one interpretation ● Write summaries that include important details about setting ◆ Describe character attributes as revealed through thought, dialogue, behavior, and what others say or think about them and support with evidence ◆ Write about themes that are close to students' experiences	WAR
	(pp. 543-549) ● Summarize a story including important aspects of setting, plot (events, problem, climax, resolution), characters, theme or lesson (fiction) ◆ Infer character traits, feelings, and motivations from what characters say, think, or do and what others say or think about them ◆ Compare inferences with those of other readers and consider alternative interpretations of characters' motives and the writer's message ◆ Infer some abstract themes and ideas ◆ Infer universal human themes and issues that affect human problems across the world	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare or contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	(pp. 58-61) ● Understand that there are different types of texts and that they have different characteristics ■ Notice and understand some elements of poetry: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape), imagery, alliteration, assonance ■ Notice the narrator of a text and notice a change in narrator and perspective ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ● Understand the connotative meanings of words that are essential to understanding the text ■ Use some academic language to talk about literary features: e.g., *beginning, ending, character, main character, events, character change, message, dialogue, setting, flashback, conflict, resolution, theme, descriptive language, simile*	IRA LD
	(pp. 138-141) ◆ Acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems ● Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary ● Use contextual information to solve the meaning of new words ● Discuss with others how a script or poem should be read and state reasons based on plot, characters, meaning ◆ Gain insight into perspectives of characters in fiction and real historical characters ■ Distinguish among various forms of manuscript used for performance: e.g., poems, readers' theater scripts, choral reading scripts, plays, letters, diaries, journal entries, short stories, ■ Use some academic language to talk about plays and performance: e.g., *line, speech, scene, act, actor, actress, role, part, hero, villain, playwright*	SR
	(pp. 193-195) ● Notice, comment on, and actively work to acquire new vocabulary, including technical words, and intentionally use it in writing about reading ● Explore definitions of new words from texts, including figurative uses, by writing about them ■ Notice and write to identify multiple points of view in a text ■ Recognize and write about aspects of narrative structure: beginning, series of events, problem, resolution, ending ■ Notice and write about the narrator of a text and when and how the narrator changes (if applicable)	WAR
	(pp.543-549) ● Derive the meaning of new words and expand meaning of known words using flexible strategies: e.g., context in a sentence; connections to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence ● Actively and consistently add to vocabulary through reading ◆ Describe changing perspective as a story unfolds ■ Understand first-, third-, and second-person narrative ■ Understand the perspective from which a story is told and talk about why a writer selected it ■ Notice a a change of perspective and/or narrator within the larger text and hypothesize why the writer has presented the text in this way	GR

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Grade 4

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	(pp. 58-61) ◆ Extend understanding to fiction content that is beyond most students' immediate experience: e.g., customs and beliefs in different cultures, a wide range of settings ◆ Think across texts to derive larger messages, themes, or ideas ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, the hero's quest ■ Notice how the tone of a book is created by the illustrator's choice of colors ■ Notice and infer how illustrations contribute to mood in a fiction text	IRA LD
	(pp. 138-141) ■ Think critically and discuss the relationship between the voice (rate, volume, word stress, pausing, phrasing, intonation) and the meaning of the script or poem ■ Discuss with others how a script or poem should be read and state reasons based on plot, characters, meaning ■ Use some academic language to talk about plays and performance: e.g., *line, speech, scene, act, actor, actress, role, part, hero, villain, playwright* ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 193-197) ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ■ Write statements that reflect understanding of both the text body and the graphics or illustrations and how the two are integrated ■ Notice and write about characters that have predictable character traits typical of traditional literature: sly, brave, silly, wise, greedy, clever ■ Appreciate and write critiques of fiction texts by noticing characteristics of style (interesting language, humor, suspense, depiction of characters) ■ Write about how illustrations and graphics help to communicate the writer's message	WAR
	(pp. 543-549) ◆ Use background knowledge of traditional literature to recognize common characters and events ◆ Make connections with the human traits and problems that are shared among people of many different cultures ◆ Infer beliefs, customs, and perspectives of people who live in other cultures ◆ Infer beliefs, customs, and perspectives of people who live in the near and distant past ■ Notice that illustrations add to the reader's understanding of the characters, the action, and the feeling or mood of the story ■ Recognize how illustrations enhance the meaning of a text	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 56-57) ■ Experience texts from a variety of genres, including types of fiction and nonfiction, and special forms ■ Listen to and talk about texts with content that requires prior knowledge and invites extended discussion ■ Experience texts with themes reflecting important human challenges and social issues: e.g., self and self-esteem, popularity, bullying, sportsmanship, transition to adolescence, life cycles, survival, interconnectedness of humans and the environment, social justice, social awareness and responsibility ■ Listen to and talk about some texts told from multiple points of view ■ Hear and discuss texts with both assigned and unassigned dialogue, including some strings of unassigned dialogue for which speakers must be inferred ■ Listen to and discuss texts with complex sentences with variety in order of phrases and clauses ■ Experience texts with many words with multiple and figurative meanings, as well as some words with connotative meanings that are essential to understanding the text ■ Experience books with illustrations that reflect the theme	IRA LD
	(pp. 136-137) ■ Participate in shared reading of multiple genres of texts, including traditional literature, more complex fantasy, special types of fiction, poetry, short stories, and articles ■ Engage with excerpts of texts that highlight particular literary features: e.g., description, turning point in a narrative, figurative language, dialogue, persuasive language ■ Engage with shared texts that have topics important to preadolescents: e.g., sibling rivalry, friendship, growing up, family problems, and conflicts ■ Participate in shared reading of texts with language and events that convey an emotional atmosphere (mood) in a text, affecting how the reader feels ■ Process shared texts with characters that are complex and change over time in longer texts ■ Process shared texts with words that offer decoding challenges because they come from regional dialect or are from languages other than English ■ Participate in shared reading of many texts with decorative illustrations or vignettes	SR
	(pp. 540-542) ■ Articulate characteristics of genre for a wide range of fiction texts, including realistic and historical fiction, as well as hybrids ■ Notice text structure and use it as a support for understanding stories and content ■ Understand perspectives far from own experiences, learn about other cultures, languages, and histories ■ Process sentences that contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Read and understand longer descriptive words ■ Take apart and solve multisyllable words and use a full range of word-solving skills; demonstrate all dimensions of fluent reading	GR

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Grade 4

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	(pp. 62-65) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ● Notice and remember the important events of a text in temporal or chronological sequence and tell them in order ● Tell a summary of a text after hearing it read ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about the text ◆ Infer the larger ideas and messages in a nonfiction text ■ Understand that a nonfiction writer has one or more messages or big (main) ideas	IRA LD
	(pp. 138-141) ● Provide an oral summary that includes the important information in a nonfiction text ● Follow and understand content to derive facts from a nonfiction text ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ◆ Infer important ideas from reading a narrative nonfiction text ◆ Gain insight into historical events from reflecting them in the reading of a script or poem	SR
	(pp. 196-197) ● Refer to notes about a text for evidence in discussion and writing to support opinions and statements ● Select and include appropriate and important information when writing a summary of a text ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Outline the main topic of a book and its subtopics ■ Describe the relationship between ideas and content (larger topic and subtopics) in an expository nonfiction text ● List the significant events or ideas in an informational or biographical text ◆ Infer and write about the larger messages or main ideas ● Write summaries reflecting understanding of graphic features: labels, headings, subheadings, sidebars, legends	WAR
	(pp. 543-549) ● Summarize important parts of a text (i.e., chapters or sections) ● Summarize the important information in the text in a clear and logical way without extraneous detail (nonfiction) ● Summarize narrative nonfiction, biography, or a temporal sequence in time order ● Summarize a writer's argument or main idea ◆ Infer the larger message in a text (i.e., what can be learned from it beyond the facts) ◆ Infer important information from familiar content as well as topics more distant from students' typical experience: e.g., different parts of the world, history, science	GR

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Grade 4

Craft and Structure

Standard	Behaviors and Understandings	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	(pp. 62-65) ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Notice the organization of a nonfiction text, distinguishing between expository and narrative structure ■ Notice a nonfiction writer's use of narrative text structure in biography and narrative nonfiction ■ Recognize and understand a writer's use of underlying text structures: e.g., categorical, description, sequence (chronological, temporal), compare and contrast, cause and effect, problem and solution, question and answer, combination ■ Notice a nonfiction writer's use of categories and subcategories to organize an informational text ● Notice and acquire understanding of new vocabulary from read-aloud content ● Acquire new content words from texts and graphics ● Notice and understand the meaning of some domain-specific words (Tier 3)	IRA LD
	(pp. 138-141) ◆ Make connections between historical and current events and the scripts in plays and other readings ● Add new words from texts to vocabulary constantly ● Understand the meaning of a few words from the scientific domain (Tier 3) ● Use background information, illustrations, and reference tools to understand the meaning of content words ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization	SR
	(pp. 196-197) ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ● Use some Tier 3 vocabulary that is specialized and related to scientific domains in writing about reading ■ Write about why an author might choose to write a story or to write about a topic ■ Write to explore the writer's purpose and stance toward a topic ■ Notice and write about the author's use of underlying structural patterns to organize information and sometimes apply the same structure to writing nonfiction texts: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization ◆ Write to compare and expand understanding of content and ideas from academic disciplines across texts	WAR
	(pp. 543-549) ● Understand some words particular to academic disciplines (Tier 3) ● Understand and acquire content-specific words that require the use of strategic actions (i.e., using definitions within the body of a text, the glossary or other reference tools) ● Understand key words in graphics such as maps, diagrams, and charts ◆ Use knowledge in one text to understand content in another text ■ Understand that a nonfiction book may be procedural (i.e., "how-to") ■ Understand that the information and ideas in a text are related to each other and notice how the author presents this ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer	GR

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Grade 4

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	(pp. 62-65) ◆ Think across nonfiction texts to construct knowledge of a topic ◆ Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g., social responsibility, environment, climate, history, social and geological history, cultural groups ■ Recognize a writer's use of the techniques for persuasion in a persuasive text ■ Critically examine the quality or accuracy of the text, citing evidence for opinions ■ Notice how illustrations and graphics help to communicate the writer's message ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly	IRA LD
	(pp. 138-141) ■ Think critically and discuss the relationship between the voice (rate, volume, word stress, pausing, phrasing, intonation) and the meaning of the script or poem ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ■ Notice aspects of the writer's craft by looking at an enlarged page with the group ◆ Infer information from nonfiction illustrations and book and print features ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 196-197) ◆ Write about the important information and concepts in one text and connect it to information and concepts in other text ■ Write statements that reflect understanding of both the text body and the graphics or illustrations and how the two are integrated ■ Recognize and write about examples of argument and persuasion in informational texts ■ Write about or critique a writer's use of nonfiction text features: titles, table of contents, headings, subheadings, sidebars, labels, legends, captions ◆ Using drawing and/or writing, show curiosity about topics encountered in nonfiction texts and actively work to learn more about them	WAR
	(pp. 543-549) ◆ Use knowledge from one text to understand content in another text ◆ Access background knowledge acquired from reading to understand the content of texts ◆ Infer the meaning of a range of graphics that require reader interpretation and are essential to comprehending the text ■ Notice how the writer uses graphics to convey information that complements the body of the text ■ Assess how graphics add to the quality of the text or provide additional information ■ Talk critically about what a writer does to make a topic interesting or important	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 56-57) ■ Hear and talk about a variety of nonfiction texts, including expository, narrative, biography, autobiography, memoir, procedural, persuasive, hybrid, photo essays, news articles, and feature articles ■ Experience informational texts related to a larger topic with subtopics ■ Listen to and discuss texts with topics that may be beyond most students' immediate experience: e.g., systems of the human body (circulatory, respiratory, endocrine); domestic and wild animals; environments such as ocean, desert, rainforest, mountains, village, city, farm; rocks and minerals; energy; magnetism; customs and beliefs in different cultures; government; economics ■ Hear and talk about texts with content related to historical periods, circumstances, and places ■ Experience texts with sentence structure adapted to fit purpose and form of book and print features: e.g., heading, subheading, label, caption, labels, legend ■ Hear and talk about texts with some words that are particular to a discipline (Tier 3)	IRA LD
	(pp. 136-137) ■ Participate in shared reading of multiple types of nonfiction texts ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization ■ Engage with shared texts with some content linked to specific areas of study as described by the school curriculum or standards ■ Participate in shared reading of some texts with long sentences divided into bulleted or numbered lists ■ Read shared texts with a few words that are particular to a discipline (Tier 3), especially in nonfiction ■ Engage with shared texts that have some multisyllable words with complex letter-sound relationships ■ Read shared texts with some words divided (hyphenated) across lines ■ Participate in shared reading of texts with illustrations in a variety of forms: e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram, chart, graph, timeline	SR
	(pp. 540-542) ■ Articulate characteristics of genre for a wide range of nonfiction texts, including biographical texts, narrative and expository nonfiction, and hybrids ■ Notice text structure and use it as a support for understanding content ■ Learn about other cultures, languages, and histories through reading ■ Process sentences with prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve new vocabulary words, some defined in the text and others unexplained; grow use of academic language ■ Read texts with content specific and technical words that require using embedded definitions, background knowledge, and understanding of text features such as headings, subheadings, and call-outs ■ Read and understand texts with a variety of layouts and increasingly complex graphics ■ Make connections across texts, inferring larger meanings	GR

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Standard	Behaviors and Understandings
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	(pp. 378-382) ■ Recognize and use consonant letters that represent no sound: *lamb, scene, sign, rhyme, know, calm, island, listen, wrap* ■ Recognize and use letter combinations that represent two different vowel sounds: e.g., *meat, break; they, key; tie, piece; spoon, book; snow, cow* ■ Recognize and use frequently appearing syllable patterns in multisyllable words: e.g., *alone, before, enter, imitate, increase, repeat, unhappy, trouble, other, purple, already* ■ Recognize and use unique vowel phonograms that appear in multisyllable words: e.g., *-oint, -oy, -ound, -own* ■ Recognize and use other vowel phonograms that appear in multisyllable words: e.g., *-alk, -all, -alt, -aught, -ault, -aw, -awn, -ong, -ought; -ood, -ook, -oot; -oo, -ood, -oof, -ool, -oom, -oon, -oose, -ew; -ead* ■ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., *ad-, ant-, ante-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, fore-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, post-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-* ■ Understand and discuss the concept of suffixes and recognize their use in determining the meaning of some English words: e.g., *-able, -al, -ance, -ant, -ar, -arium, -ed, -ence, -ent, -er, -es, -est, -ful, -ial, -ian, -ible, -ic, -ical, -ing, -ion, -ious, -ish, -ist, -ity, -less, -ly, -ment, -ness, -or, -orium, -ous, -s, -sion, -tion, -y* ■ Understand and discuss the concept of Latin roots and recognize their use in determining the meanings of some English words: e.g., *aqua, aud, bene, cap, centr, clos, clud, clus, corp, cred, dict, duc, duct, dur, equa, equi, fac, fer, fic, fin, firm, flect, flex, form, fract, frag, grad, gress, hab, hib, ject, join, junct, loc, luc, lum, man, mem, min, miss, mit, mob, mot, mov, ped, pel, pend, pens, pon, pop, port, pos, prim, prin, pub, puls, quer, ques, quir, quis, rupt, scribe, script, sens, sent, sign, sist, sol, son, spec, sta, stat, stit, stru, struct, tain, tempo, ten, tent, tin, terr, tract, val, ven, vent, ver, vers, vert, vid, vis, voc, vok* ■ Hear, say, clap, and identify syllables in words with with three or more syllables: e.g., *fish/er/man, par/a/graph; el/e/va/tor, un/u/su/al, wat/er/mel/on*

PSWS

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Standard	Behaviors and Understandings	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	(pp. 138-141) ● Solve words using a flexible range of strategies to access different sources of information ● After practice, read all words quickly and automatically ● Use line breaks to guide phrasing when reading poetry in chorus or individually ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with the integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) alone and while maintaining unison with others ● Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually ● When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor ● Understand the role of the voice in communicating meaning in reader's theater, choral reading, songs, and poetry ● Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters	SR
	(pp. 543-549) ● Self-correct covertly prior to or after error with little overt self-correction ● Closely monitor understanding of texts using knowledge of a wide range of forms: e.g., poems, plays, graphic texts, letters, diaries, journal entries, short stories ● Use understanding of plot, setting, and character to monitor and correct reading ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate ● Read silently at a slightly faster rate than when reading orally while maintaining comprehension and accuracy ● Read parts in a script with demonstration of all dimensions of fluency	GR

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Grade 4

Comprehension and Collaboration

Standard	Behaviors and Understandings
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.	(pp. 58-65) ● Ask questions to deepen understanding of a text ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Tell a summary of a text after hearing it read ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about the text ◆ Use evidence from the text to support a wide range of predictions ■ Form and express opinions about a text and support with rationale and evidence ■ Form and state the basis for opinions about authors and illustrators IRA LD (pp. 337-338) ■ Analyze how a speaker uses evidence and examples effectively ■ Sustain a conversation with a variety of audiences ■ Use turn-taking with courtesy in small-group discussion ■ Use appropriate conventions in small-group discussion (e.g., "I agree with _____ because…"; "I'd like to change the subject...") ■ Use conventional techniques that encourage others to talk: e.g., "What do you think?" "Do you agree? Why or why not?" ■ Respond to others' ideas before changing the subject ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing or adding on, and explaining reasons ■ Restate points that have been made and extend or elaborate on them ■ Play the role of group leader when needed ■ Evaluate one's own part in a group discussion as well as the effectiveness of the group ■ Recall information, big ideas, or points made by others ■ Demonstrate understanding of a topic by providing relevant facts and details OVC

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Standard	Behaviors and Understandings	
4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	(pp. 337-338 cont.) ■ Speak with appropriate volume for audience size and location ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Have an audience in mind before starting to speak ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a logical sequence ■ Have a clear introduction, body, and conclusion to your topic ■ Choose clear examples that are related to the topic ■ Use underlying structural patterns common for expository topics: e.g., description, cause and effect, chronological sequence, temporal sequence, compare and contrast, problem and solution ■ Have a plan or notes to support the presentation ■ Understand and use words related to familiar experiences and topics as well as some content and technical terms from academic disciplines ■ Use language appropriate for oral presentations ■ Use graphics (e.g., diagrams, illustrations, sideshows, other digital media) to communicate meaning or to enhance a presentation ■ Integrate technology tools (e.g., slideshows, video, audio) into multimedia presentations	OVC

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Grade 4

Text Types and Purposes

Standard	Behaviors and Understandings	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	(pp. 193-197) ● Make notes about a text as evidence to support opinions and statements in discussion and writing ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions	WAR
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	(pp. 274-285) ■ Begin with a compelling lead to capture reader's attention ■ Develop a plot that includes tension and one or more scenes ■ Show the problem of the story and how one or more characters respond to it ■ Describe characters by how they look, what they do, say, and think, and what others say about them ■ Show rather than tell how characters feel ■ Write a believable and satisfying ending to the story ■ Use words that show the passage of time ■ Provide information that teaches or informs readers about a topic ■ Write an effective lead paragraph and conclusion ■ Provide interesting supporting details that develop a topic ■ Include facts, figures, statistics, and anecdotes when appropriate ■ Use quotes from experts (written texts, speeches, or interviews) when appropriate ■ Present ideas clearly and in a logical sequence ■ Organize information according to purpose and genre ■ Show topics and subtopics by using headings and subheadings ■ Use paragraphs to organize ideas ■ Use well-crafted transitions to support the pace and flow of the writing ■ Use vocabulary specific to the the topic or content ■ Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography, and fiction	W

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Grade 4

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	(pp. 193-197) ● Reread writing to check meaning, accuracy, and clarity of expression	WAR
	(pp. 279-285) ■ Organize information according to purpose and genre ■ Make wide use of computer skills in presenting text ■ Select the genre for the writing based on the purpose ■ Write with specific readers or audience in mind ■ Generate and expand ideas through talk with peers and teacher ■ Use notebooks to plan, gather, and rehearse for future published writing ■ Change writing in response to peer or teacher feedback ■ After reflection and rereading, add substantial pieces of text (paragraphs, pages) to provide further explanation, clarify points, add interest, or support points ■ Add transitional words and phrases to clarify meaning and make the writing smoother ■ Reorganize and revise the writing to better express the writer's meaning or make the text more logical ■ Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer ■ Understand that a writer (after using what is known) can ask another person to do a final edit ■ Edit for the conventional spelling of known words ■ Edit for capitalization and punctuation ■ Edit for grammar and sentence sense ■ Use spell check, accepting or rejecting changes as needed ■ Use grammar check, accepting or rejecting changes as needed ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed	W
	(p. 353) ■ Increase keyboard fluency and automaticity through writing and online exploration, and use shortcuts or hand gestures to increase navigation efficiency ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work for teacher and peer feedback using editing tools such as comments, highlighting, audio notes, and make revisions based on their suggestions ■ Recognize that different audiences require different degrees of formality when communicating with tools such as e-mail, social networking, discussion forums, and blogs ■ Design or use templates to create newsletters, brochures, web pages, or presentations. Experiment with a combination of software, apps, and online tools to improve the quality of your product and its ability to reach different audiences	TC

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Grade 4

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	(pp. 193-197) ◆ Write an interpretation of a story, a nonfiction text, or of illustrations understanding that there can be more than one interpretation ■ Write about why an author might choose to write a story or write about a topic ■ Write about the importance of setting to the plot in realistic and historical fiction and in fantasy ◆ Write about the significance of events in a plot ◆ Describe character attributes as revealed through thought, dialogue, behavior, and what others say or think about them and support with evidence ■ Notice and write about elements of the writer's craft: word choice, use of literary elements	WAR
	(pp. 274-285) ■ Gather and internalize information and then write it in own words ■ Use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put those ideas into one's own words ■ Understand that a writer may quote another writer by placing the exact words in quotes and referencing the source ■ Record sources of information for citation ■ Understand the importance of citing sources of information and some conventions for citations	W
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	(p. 353) ■ Use different search strategies to increase the effectiveness of your searches including keywords, search engine filters, and symbols ■ Gather information from websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images, citing sources for each artifact collected	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(pp. 274-285) ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences	W

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Grade 4

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	(pp. 274-285) ■ Recognize and use the eight parts of speech of the English language in an accepted, standard way ■ Use indefinite and relative pronouns correctly: e.g., *everyone, both; that, who, whose* ■ Correctly use verbs that are often misused: e.g., *lie/lay; rise/raise* ■ Write sentences in present, past, future, present perfect, and past perfect tenses as needed to express meaning ■ Write complete sentences (subject and predicate) ■ Place phrases in sentences ■ Use a capital letter in the first word of a sentence ■ Use capital letters appropriately for the first letter in days, months, holidays, city and state names, and titles of books ■ Use capital letters correctly in dialogue ■ Use more complex capitalization with increasing accuracy, such as in abbreviations and with quotation marks in split dialogue ■ Use commas and quotation marks correctly in writing interrupted and uninterrupted dialogue as well as to show a verbatim quote ■ Use commas correctly to separate an introductory clause or items in a series ■ Spell approximately 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling in final drafts ■ Spell complex plurals correctly: e.g., *knife/knives, woman/women, sheep/sheep* ■ Spell a full range of contractions, plurals, possessives, and compound words ■ Spell correctly two- or three-syllable words that have a vowel and *r* ■ Use difficult homophones (e.g., *their, there*) correctly	W
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 3. Recognize and use pronouns (simpler will be learned before more complex) 4. Recognize and use adjectives. 10. Recognize and use common verb tenses. 18. Recognize and use phrases and understand their functions in sentences. 21. Use complete sentences and avoid common sentence problems in writing. 25. Recognize and use the three forms of comparison with adjectives and adverbs. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	(pp. 274-285) ■ Understand that a friendly letter is more formal than an e-mail, note, or card ■ Vary level of formality appropriate to purpose and audience ■ Find and write language to explain abstract concepts and ideas ■ Use language to clearly state main ideas and supporting details ■ Choose the best words to fit the writer's purpose and meaning ■ Use range of descriptive words to enhance meaning ■ Use common (simple) connectives and some sophisticated connectives (words that link and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *although, however, therefore, though, unless, whenever* ■ Use dashes correctly to indicate a longer pause or slow down the reading to emphasize particular information ■ Notice the role of punctuation in the craft of writing	W
	(pp. 637-645) 9. Recognize and use interjections. 17. Recognize and use the four types of sentences. 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	(pp. 138-141) ● Recognize words with affixes (prefixes and suffixes) as well as base words ● Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary ● Understand the meaning of a few words from the scientific domain (Tier 3) ● Use contextual information to solve the meaning of new words ● Understand the meaning of words used figuratively ● Use background information, illustrations, and reference tools to understand the meaning of content words	SR
	(pp. 274-285) ■ Learn and use content words typical of disciplinary language: e.g., science, history, math, social studies ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines ■ Use reference tools to check on spelling and meaning ■ Use a thesaurus to search for more interesting words	W
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	(pp. 378-382) ■ Recognize and use synonyms (words that have almost the same meaning) ■ Recognize and use antonyms (words that have opposite meanings) ■ Recognize and use words with multiple meanings: e.g., *cover, degree, organ* ■ Recognize and discuss the fact that some words have literal and figurative meanings ■ Recognize and use similes to make a comparison ■ Recognize and use metaphors to make a comparison ■ Recognize and discuss the fact that commonly used idioms have meanings different from the meanings of the separate words ■ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words ■ Understand and discuss the concept of suffixes and recognize their use in determining the meaning of some English words ■ Understand and discuss the concept of Greek roots and recognize their use in determining the meaning of some English words	PSWS
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife conservation*, and *endangered* when discussing animal preservation).	(pp. 637-645) 18. Recognize and use phrases and understand their functions in sentences. 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Grade 5

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	(pp. 69-72) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Tell a summary of a text after hearing it read ◆ Use evidence from the text to support statements about it ◆ Notice and understand themes that are close to their own experiences and also themes that are beyond them: e.g., imagination, courage, fears, sharing, friendship, family relationships, etc. ◆ Notice and understand themes reflecting important human challenges and social issues: e.g., self and self-esteem, popularity, bullying, sportsmanship, transition to adolescence, life cycles, etc. ■ Notice how a writer reveals the underlying theme or message of a text (through dialogue, a character's actions, story outcomes, or language) ◆ Infer relationships between characters as revealed through dialogue and behavior	IRA LD
	(pp. 145-147) ● Provide a logically organized oral summary of the story or play ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ● Provide a concise statement summarizing a readers' theater script, choral reading, or poem, including the important information and the major themes or ideas ◆ Infer the poet's message in a poem and use inferences as a basis for interpretation in performance ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script	SR
	(pp. 200-202) ● Provide evidence from the text or from personal experience to support written statements about that text ● Reference page numbers from text in writing about important information ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ● Write summaries that include the story's main problem and how it is resolved ◆ Describe relationships between characters as revealed through dialogue and behavior ◆ Differentiate in writing between the main character(s) and the supporting characters in a story ◆ Write about themes that are close to students' experiences: imagination, courage, fears, etc. ◆ Understand and write about themes and ideas that are mature issues and require experience and/or prior reading to interpret	WAR
	(pp. 574-581) ● Present a concise, organized oral summary that includes all important information ● Summarize a selected section of a text that is significant to understanding characters, the plot, or the message ◆ Infer complex relationships between and among characters by noticing evidence in their responses to each other and thoughts about each other ◆ Infer some abstract ideas and themes that reflect the writer's message or main idea in a text ◆ Infer universal human themes and issues that affect human problems across the world ■ Understand the characteristics of settings (cultural, physical, historical) and the way they affect characters' attitudes and decisions	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.	(pp. 69-72) ■ Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, problem resolution, ending) ■ Recognize when the writer uses literary devices such as flashback and story-within-a-story to structure the text ■ Recognize a writer's use of plots and subplots ■ Notice the narrator of a text and notice a change in narrator and perspective ■ Think critically about the authenticity and appeal of a narrator's voice ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ● Understand the meaning of figurative words that are essential to understanding the text	IRA LD
	(pp. 145-147) ● Use contextual information to solve the meaning of new words ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem. ◆ Make predictions based on understanding of text structure in fiction and nonfiction texts ◆ Gain insight into perspectives and ideas of characters in fiction and real historical characters through reenacting their roles in scripts, speeches, or interviews ■ Notice the different ways that a writer tells a story in a fiction text (e.g., simple narrative structure, cumulative patterns, flashback, story-within-a-story, flash-forward, time-lapse, circular plot, parallel plots) and how that affects understanding and enjoyment	SR
	(pp. 200-202) ● Notice, comment on, and actively work to acquire new vocabulary, including technical, complex, and specialized words, and intentionally use it in writing about reading ● Explore definitions of new words from texts, including figurative and connotative uses, by writing about them ■ Notice and write to identify multiple points of view in a text ● Make notes or write descriptions to help remember important details about plot ■ Recognize and write about aspects of narrative structure: beginning, series of events, problem, resolution, ending ■ Recognize and write about an author's use of plots and subplots	WAR
	(pp. 574-581) ● Derive the meaning of new words and expand meaning of known words using flexible strategies: e.g., context in a sentence; connections to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence; text resources ● Understand how a writer uses words in a text to indicate perspective or point of view: i.e., first person, second person, third person ● Understand denotative, connotative, idiomatic, and figurative meanings of words ■ Recognize a writer's use of embedded forms (e.g., letters, directions, journal entries) within narrative and expository text structures ■ Recognize and understand variety in narrative structure: e.g., circular plot, parallel plots, main plot and subplot(s), story-within-a-story, flashback, flash-forward, time-lapse ■ Understand that a writer selects first-, third-, or second-person point of view to tell a story and also may use several points of view in the same story	GR

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Grade 5

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	(pp. 69-72) ◆ Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, or theme ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, the hero's quest ■ Think across texts to compare the perspectives of different writers on the same problem, theme, or character types ■ Notice how a writer reveals the underlying theme or message of a text (through dialogue, a character's actions, story outcomes, or language) ■ Notice how illustrations and graphics go together with the text in a meaningful way ■ Notice how illustrations and graphics can reflect the theme or the writer's tone ■ Notice and infer how the illustrations contribute to mood in a fiction text	IRA LD
	(pp. 145-147) ■ Notice how the writer communicates the messages in the story, poem, or the dialogue of a script ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ◆ Make connections between the body of the text and the illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 200-202) ◆ Relate important information or ideas within a text to other texts ◆ Infer and write about moral lessons derived from inferring across several fiction and nonfiction texts ■ Notice and note decorative or informative illustrations and/or print outside the body of the text (peritext) ◆ Write interpretations of some illustrations that have symbolic characteristics ■ Notice artistry in illustrations ■ Write about how illustrations and graphics help communicate the writer's message	WAR
	(pp. 574-581) ◆ Make many different kinds of connections among texts: e.g., author, illustrator, content, genre, topic, theme or message, events, problem, characters, language, writing style, text structure, graphics ◆ State explicitly the nature of connections: e.g., topic, theme, message, characters, genre, writer, style ◆ Infer the mood of the text from the writer's use of language and the characteristics of the illustrations ◆ Infer themes, ideas, and characters' feelings from the panels in graphic texts ■ Notice how the writer/illustrator selects and places photos in a way that tells a story or communicates a larger meaning in a photo essay ■ Understand that illustrations carry the dialogue and action in a graphic text ■ Understand how illustrations and text work together to enhance meaning and communicate the mood of the text	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	(pp. 66-68) ■ Hear and talk about a variety of fiction texts, including realistic fiction, historical fiction, traditional literature, complex fantasy, hybrid texts, and special types of fiction, as well as various forms ■ Experience some longer texts with main plot and subplots, each with a conflict ■ Listen to and talk about texts with themes that evoke different, sometimes conflicting interpretations ■ Hear and discuss texts with characters that are complex and change over time in longer texts ■ Experience texts with language that expresses the author's attitude or feelings toward a subject reflected in the style of writing (tone): e.g., lighthearted, ironic, earnest, affectionate, formal ■ Hear and talk about texts with long sentences joined by semicolons or colons ■ Listen to and discuss texts that have many words with multiple meanings, some with subtle shades of meaning ■ Experience texts that have some illustrations with figurative and symbolic characteristics requiring interpretation	IRA LD
	(pp. 142-144) ■ Read a range of shared texts, including realistic and historical fiction, traditional literature, complex fantasy, hybrid texts, and special types of fiction, as well as a variety of forms ■ Participate in shared reading of a few fiction texts with variations in narrative structure: e.g., story-within-a-story, flashback, flash-forward, time-lapse, circular plot, parallel plots ■ Engage with many shared texts requiring knowledge of cultural diversity around the world ■ Engage with shared texts that have language that expresses the author's or speaker's attitude or feelings toward a subject reflected in the style of writing (tone) ■ Participate in shared reading of texts with settings important to the plot, many distant in time and place from students' own experiences ■ Participate in shared reading of texts with long sentences joined by semicolons or colons ■ Read some words with multiple meanings in shared texts, requiring interpretation to be conveyed through the voice ■ Read shared texts with illustrations in a variety of media that provide high support for comprehending language	SR
	(p. 570) ■ Read a range of highly sophisticated genres such as high fantasy, myths, and legends ■ Process texts that require understanding of perspectives different from their own, including settings and characters far distant in time or geography ■ Read silently most of the time, but read expressively and exhibit all dimensions of fluency during oral reading ■ Read and understand many longer descriptive words, idioms, and words and phrases in languages other than English ■ Take apart multisyllable words and use a full range of word-solving strategies ■ Search for and use information in an integrated way ■ Make an array of connections across fiction texts: e.g., themes, overarching big ideas, insights into social responsibility, elements of the writer's craft	GR

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Standard	Behaviors and Understandings	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	(pp. 73-75) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ● Notice and remember the important information in a text ● Tell a summary of a story after hearing it read ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about the text ● Refer to the location of some important information (category of information, supporting details, main ideas) ■ Notice the topic of a text and that subtopics are related to the main topic ◆ Understand the relationships among ideas and content in an expository nonfiction text (larger topic with subtopics) ■ Understand that a nonfiction text can have more than one message or big idea	IRA LD
	(pp. 145-147) ● Provide an oral summary that includes the important information in a nonfiction text ● Follow and understand content to derive facts from a nonfiction text ■ Express opinions about texts and justify with evidence ◆ Infer important ideas from reading a narrative nonfiction text ◆ Infer information from nonfiction illustrations and book and print features	SR
	(pp. 203-205) ● Refer to notes about a text for evidence to support opinions and statements in discussion and writing ● Write summaries that reflect literal understanding of a text ● Select and include appropriate and important details when writing a summary of a text ● Reference page numbers from text in writing about important information ◆ Write short and long responses to indicate acquisition of new information and ideas from a text ■ Write to describe how ideas and content within a nonfiction text are alike and different ■ Describe the relationship between ideas and content (larger topic with subtopics) in an expository nonfiction text	WAR
	(pp. 574-581) ● Present a concise, organized oral summary that includes all important information ● Present a logically organized oral summary that includes important information expressing the main idea or larger message and reflects the overall structure (expository or narrative) as well as important underlying text structures: e.g., description, cause and effect, underlying text structures, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer (nonfiction) ◆ Infer the larger message in a text (i.e., what can be learned from it beyond the facts) ◆ Infer important information from familiar content as well as topics more distant from students' typical experience: e.g., different parts of the world, history, science ■ Understand that the information and ideas in a text are related to each other and notice how the author presents this ■ Analyze complex messages and ideas in a text ■ Notice the references and assurances the writer provides to authenticate a text ■ Agree or disagree with a writer's arguments and give rationales for opinions	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	(pp. 73-75) ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Connect texts by a range of categories: e.g., content, message, genre, author/illustrator, special form, text structure, or organization ■ Recognize and understand a writer's use of underlying text structures: e.g., description, cause and effect, sequence (chronological, temporal), compare and contrast, problem and solution, question and answer, combination ■ Notice and understand multiple points of view on the same topic ● Acquire new content words from texts and graphics ● Derive the meaning of words from the context of a sentence, paragraph, or the whole text	IRA LD
	(pp. 145-147) ◆ Make connections between historical and current events and the scripts in plays and other readings ● Understand the meaning of some words particular to a discipline (Tier 3), especially when used figuratively or in scientific argument ● Use background information, illustrations, and reference tools to understand the meaning of content words ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization	SR
	(pp. 203-205) ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Understand some words that appear in the language of mature users and in written texts (Tier 2) and a few words that appear in the scientific disciplines and are more likely to appear in writing (Tier 3) ◆ Write about the important information and concepts in one text, and connect it to information and concepts in other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ■ Notice and write about an author's use of underlying structural patterns to organize information and sometimes apply the same structure to writing nonfiction texts: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization	WAR
	(pp. 574-581) ● Understand some words particular to academic disciplines (Tier 3) ● Understand and acquire a large number of content-specific words that require the use of strategic actions (i.e., conceptual understanding of content, definitions within the body of a text, a glossary, or other text resources) ◆ Make many different kinds of connections among texts: e.g., author, illustrator, content, genre, topic, theme or message, events, problem, characters, language, writing style, text structure, graphics ◆ Synthesize new facts, perspectives, or conceptual frameworks from texts and describe these to others using evidence from the text ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer ■ Distinguish between primary and secondary sources and think critically about the authenticity of a text	GR

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Standard	Behaviors and Understandings	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	(pp. 73-75) ◆ Synthesize new information and ideas and revise thinking in response to it ◆ Think across texts to construct knowledge of a topic ◆ Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g., social responsibility, environment, climate, history, social and geological history, cultural groups ■ Notice and critique how a writer uses logical reasoning and specific evidence to support argument ■ Evaluate the way the writer of an argument supports statements with evidence	IRA LD
	(pp. 145-147) ◆ Acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems ◆ Gain insight into historical or living individuals based on reading and reenacting their speeches or reenacting interviews ■ Notice a writer's use of strong and/or literary language in presenting an argument or idea in a nonfiction text ■ Notice aspects of the writer's craft when looking at an enlarged page with the group	SR
	(pp. 203-205) ◆ Write about the important information and concepts in one text and connect it to information and concepts in other texts ◆ Write short and long responses to indicate acquisition of new information and ideas from a text ■ Recognize and write about examples of argument or persuasion in informational texts ■ Describe and critique a writer's use of persuasion ◆ Write to compare and expand understanding of content and ideas from academic disciplines across texts ■ Write critically about how a writer uses evidence to support an argument	WAR
	(pp. 574-581) ◆ Mentally form categories of related information and revise them as new information is acquired across texts ◆ Build new knowledge across texts that are connected by topic, content, theme, or message ◆ Synthesize new facts, perspectives, or conceptual frameworks from texts and describe these to others using evidence from the text ■ Notice and interpret language that reveals the writer's attitude and communicates the tone of the text ■ Critique a writer's argument in terms of whether it is logical and well supported ■ Notice the references and assurances the writer provides to authenticate a text ■ Think critically about the quality of a text and how well it exemplifies its genre, and share opinions ■ Notice persuasion and think critically about factors such as bias and unsupported statements	GR

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Grade 5

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	(pp. 66-68) ■ Experience a variety of nonfiction texts, including expository and narrative nonfiction, biography, autobiography, memoir, procedural, persuasive, and hybrid texts ■ Hear and talk about content that requires analytical and critical thinking: e.g., to judge the authenticity of informational texts or historical fiction ■ Listen to and discuss texts with heavy content load that requires prior knowledge and invites extended discussion ■ Hear and discuss texts with language that expresses the author's attitude or feelings toward a subject reflected in the style of writing (tone): e.g., lighthearted, ironic, earnest, affectionate, formal ■ Listen to and talk about texts with long sentences joined by semicolons or colons ■ Listen to and discuss texts with many words that are particular to a discipline (Tier 3) ■ Hear and talk about texts with additional information provided by foreword, prologue, pronunciation guide, footnote, epilogue, appendix, endnote, references	IRA LD
	(pp. 142-144) ■ Engage in shared reading of a variety of nonfiction texts, including expository and narrative nonfiction, biography, autobiography, memoir, procedural, persuasive, and hybrid texts, as well as speeches ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization ■ Engage with many shared texts that require critical thinking to judge the authenticity of facts and information ■ Participate in shared reading of texts with language that expresses the author's or speaker's attitude or feelings toward a subject reflected in the style of writing (tone) ■ Engage in shared reading of texts with sentence structure adapted to fit purpose and form of book and print features: e.g., heading, subheading, label, caption, legend ■ Read shared texts with new content words related to concepts that students are learning ■ Read shared texts with many multisyllable words, some technical or scientific	SR
	(pp. 570-573) ■ Read a range of nonfiction texts varying in length, including complex feature articles, argument writing, and speeches ■ Mostly engage in silent reading of texts, but when reading aloud exhibit all dimensions of fluency ■ Read and understand longer, more descriptive words, content and technical words, idioms, words and phrases from languages other than English ■ Take apart multisyllable words and use a full range of word solving strategies ■ Search for and use information in an integrated way, using complex graphics and texts that present content requiring background knowledge ■ Use and understand disciplinary vocabulary as well as academic vocabulary to talk about texts ■ Make a rich array of connections across nonfiction texts – themes, overarching big ideas, insights into social responsibility, elements of the writer's craft	GR

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Standard	Behaviors and Understandings
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	(pp. 383-387) ■ Recognize and use consonant letters that represent two or more different sounds in the middle of a word: *cyclone, nicest; bugle, magic; inches, school, machine; mouthwash, feather* ■ Understand and talk about the fact that some consonant sounds can be represented by several different letters or letter clusters: e.g., *kayak, picnic, truck, stomach, thief, stiff, cough, graph* ■ Recognize and use frequently appearing syllable patterns in multisyllable words: e.g., *alone, before, enter, imitate, increase, repeat, unhappy; trouble, other, purple, already* ■ Recognize and use unique vowel phonograms that appear in multisyllable words: e.g., *-oint, -oy, -ound, -own* ■ Recognize and use other vowel phonograms that appear in multisyllable words: e.g., *-alk, -all, -alt, -aught, -ault, -aw, -awn, -ong, -ought; -ood, -ook, -oot; -oo, -ood, -oof, -ool, -oom, -oon, -oose, -ew; -ead* ■ Identify words that have the same letter pattern and use them to solve an unknown word: e.g., *hat/sat, light, night, crumb, thumb, curious/furious* ■ Use known word parts (some are words) to solve unknown larger words: e.g., *in/into, can/canvas, us/crust* ■ Break a word into syllables to decode manageable units: e.g., *re/mem/ber, hos/pi/tal, be/fore, de/part/ment* ■ Recognize and use word parts to solve an unknown word and understand its meaning: e.g., *conference*—prefix *con-* ("with or together), Latin rood *fer* ("to bring" or "to carry"), suffix *–ence* ("state of" or "quality of") ■ Recognize and use connections between or among related words that have the same word root or base word to solve unknown words: e.g., *support/supports/supported/supportive/unsupportive* ■ Recognize and use a word's origin to solve an unknown word and understand its form and meaning ■ Recognize and use Latin roots to solve an unknown word and determine its meaning: e.g., the Latin root *cred*, meaning "believe," in the word *credible*, meaning "capable of being believed" or "believable" ■ Recognize and use Greek roots to solve an unknown word and determine its meaning: e.g., the Greek root *graph*, meaning "write," in the word *autograph*, meaning "the writing of one's name"

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Standard	Behaviors and Understandings	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	(pp. 145-147) ● Solve words using a flexible range of strategies to access different sources of information ● Search for information across sentences, using language structure or syntax, meaning, and visual information in print ● Use line breaks and white space to guide phrasing when reading poetry in unison or individually ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) alone and while maintaining unison with others ● Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually ● When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor ● Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry	SR
	(pp. 574-581) ● Self-monitor reading using multiple sources of information: i.e., background knowledge, syntax, word meaning, word structure, graphics, layout, design, genre, awareness of text structure, meaning of the whole text ● Read orally in a way that demonstrates all dimensions of fluency (pausing, phrasing, intonation, word stress, rate) ● Read silently at a faster rate than when reading orally and also maintaining comprehension ● Sustain momentum while reading a wide variety of texts, many that are long ● Notice periods, commas, question marks, exclamation marks, parentheses, quotation marks, dashes, and ellipses and begin to reflect them with the voice through intonation and pausing ● Recognize and read expressively a variety of dialogue, some unassigned ● Show in the voice when words in a text (sometimes shown in italics) reflect unspoken thought ● Orally read novels in verse reflecting the meaning and rhythm with the voice ● Use the voice to reflect disciplinary content in different ways: e.g., historical account vs. scientific argument	GR

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Grade 5

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	(pp. 69-75) ● Refer to important information and details and use as evidence in discussion to support opinions and statements ● Tell a summary of a text after hearing it read ● Notice and remember the important events of a text in sequence ● Notice and remember the important information in a text ◆ Form implicit and explicit questions about the content and concepts in a text ◆ Give reasons (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about the text ■ Form and express opinions about a text and support with rationale and evidence	IRA LD
	(pp. 339-340) ■ Ask clarifying questions when listening to texts read aloud or presentations by teachers and other students ■ Understand and interpret information presented in audio/visual media ■ Analyze how a speaker uses evidence and examples effectively ■ Summarize ideas from oral reading or presentation ■ Use conventions of respectful conversation ■ Sustain a conversation with a variety of audiences ■ Use conventional techniques that encourage others to talk (e.g., "What do you think?" "Do you agree? Why or Why not?") ■ Respond to others' ideas before changing the subject ■ Follow a topic and add to a discussion with comments on the same topic ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Restate points that have been made and extend or elaborate upon them ■ Recall stories including events, characters, problems ■ Report interesting and/or new information from background experience or reading ■ Express opinions and support with evidence and logical reasoning	OVC

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Standard	Behaviors and Understandings	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	(pp. 339-340) ■ Speak with appropriate volume for audience size and location ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Vary the use of language for different kinds of presentations (e.g., dramatic, narrative, reports) ■ Use mostly conventional grammar and pronunciation of words (depending on individual opportunities over time) ■ Have an audience in mind before starting to speak ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a concise manner with a logical sequence ■ Choose clear examples that are related to the topic ■ Use language appropriate for oral presentations ■ Vary word choice to be specific and precise while keeping the audience in mind ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Make persuasive presentations that establish a clear argument and support it with evidence ■ Use graphics (e.g., diagrams, illustrations, or other digital media) to communicate meaning or enhance a presentation ■ Integrate technology tools (e.g., *slideshows*, video, audio) in multimedia presentations	ovc

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Grade 5

Text Types and Purposes

Standard	Behaviors and Understandings	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	(pp. 201-205) ● Use some academic connectives (words that link ideas and clarify meaning that appear in written texts): e.g., *alternatively, consequently, despite, conversely, eventually, finally, in contrast, initially, likewise, nevertheless, previously, specifically, ultimately, whereas, whereby* ● Provide evidence from the text or from personal experience to support written statements about that text ◆ Write about changes in opinions based on new information or insights gained from fiction or nonfiction texts ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions (pp. 286-297) ■ Begin with a compelling lead to capture reader's attention ■ Describe the setting with appropriate detail ■ Develop a plot that includes tension and one or more scenes ■ Show the problem of the story and how one or more characters responds to it ■ Show rather than tell how characters feel ■ Write a believable and satisfying ending to the story ■ Select important events and turning points to include and exclude extraneous events and details ■ Use words that show the passage of time in a variety of ways ■ Experiment with literary language (powerful nouns and verbs, figurative language)	WAR W

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Standard	Behaviors and Understandings
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	(pp. 286-297) ■ Write an ending that fits the piece ■ Write an engaging lead and first section that orient the reader and provide an introduction to the topic ■ Organize information using categorization or another underlying structural pattern: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ■ Provide interesting supporting details that develop a topic ■ Include facts, figures, statistics, examples, and anecdotes when appropriate ■ Use quotes from experts (written texts, speeches, or interviews) when appropriate ■ Use some vocabulary specific to the topic ■ Use literary language to make topic interesting to readers ■ Write multiple paragraphs with smooth transitions ■ Write an effective conclusion

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Standard	Behaviors and Understandings	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	(pp. 201-205) ● Continuously check evidence in the text to ensure that writing reflects understanding ● Reread writing to check on meaning, accuracy, and clarity of expression	WAR
	(pp. 286-297) ■ Organize information according to purpose and genre ■ Communicate clearly the main points intended for the reader to understand ■ Use effective keyboarding skills to create drafts, revise, edit, and publish ■ Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) according to purpose, audience, etc. ■ Create website entries and articles with appropriate text layout, graphics, and access to information through searching ■ Write with specific readers or audience in mind ■ Plan and organize information for the intended readers ■ Generate and expand ideas through talk with peers and teacher ■ Think through a topic, focus, organization, and audience ■ Change writing in response to peer or teacher feedback ■ Reread and revise the discovery draft or rewrite sections to clarify meaning ■ Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer ■ Edit for the conventional spelling of known words, capitalization and punctuation, and grammar and sentence sense ■ Use spell check and grammar check, accepting or rejecting changes as needed	W
	(p. 354) ■ Increase keyboard fluency and automaticity through writing and online exploration, and use keyboarding shortcuts or hand gestures to increase navigation efficiency ■ Use software and apps to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools ■ Share work for teacher and peer feedback using editing tools such as comments, highlighting, audio notes, and make revisions based on their suggestions ■ Demonstrate that different audiences require different degrees of formality when communicating with tools such as e-mail, social networking, discussion forums, and blogs ■ Design or use templates to create newsletters, brochures, web pages, or presentations. Experiment with a combination of software, apps, and online tools to improve the quality of your product and its ability to reach different audiences.	TC

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Grade 5

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	(pp. 201-205) ● Make notes about a text for evidence to support opinions and statements in discussion and writing ◆ Make notes and write longer responses to indicate acquisition of new information and ideas from a text ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ◆ Describe relationships between characters as revealed through dialogue and behavior	WAR
	(pp. 286-297) ■ Credit sources of information as appropriate ■ Form questions to explore and locate sources for information about a topic, characters, or setting ■ Select and include only the information that is appropriate to the topic and to the category ■ Use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Search for appropriate information from multiple sources: e.g., book and other print materials, websites, interview ■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put these ideas into one's own words	W
	(p. 354) ■ Use a variety of digital resources such as websites, public and subscription-based databases, e-books, and apps to locate, evaluate, and analyze literary and informational content ■ Use different strategies to increase the effectiveness of your searches including key words, advanced search engine filters, and symbols ■ Develop curation strategies to gather and organize information about a topic using online tools like social bookmarking, search engine alerts, and content or subject-based blogs ■ Gather information from websites, e-books, apps, and software using a variety of methods including downloading files or copying/pasting text and images, citing sources for each artifact collected	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(pp. 286-297) ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences	W

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Grade 5

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	(pp. 286-297) ■ Use underlining for words in titles ■ Recognize and use the eight parts of speech of the English language in an accepted, standard way ■ Use different tenses to show two or more actions happening at different times: e.g., *the kitten <u>laps</u> up the milk I <u>poured</u> an hour ago* ■ Write sentences in present, past, future, present perfect, and past perfect tenses as fits intended meaning and purpose ■ Use commas correctly to separate an introductory clause or items in a series, or to set off a person's name in direct address ■ Notice the role of punctuation in the craft of writing ■ Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling in final drafts ■ Use a range of spelling strategies to take apart and spell multisyllable words (word parts, connections to known words, complex sound-to-letter cluster relationships) ■ Use reference tools to check on spelling when editing final draft (dictionary, digital resources)	W
	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 5. Recognize and use verbs. 7. Recognize and use prepositions. 8. Recognize and use conjunctions. 9. Recognize and use interjections. 10. Recognize and use common verb tenses. 26. Understand the functions of capital letters and use capitalization correctly 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	(pp. 286-297) ■ Understand that the writer is using language to communicate meaning ■ Learn ways of using language and constructing texts from other writers (reading books and hearing them read aloud) and apply understandings to one's own writing ■ Vary language and style as appropriate to audience and purpose ■ Use particular language typical of different genres ■ Use variety of sentence structure and sentence length ■ Vary sentence length to create feeling or mood and communicate meaning ■ Use language with efficiency while writing: e.g., trimming words, combining sentences ■ Use colorful modifiers and style as appropriate to audience and purpose ■ Use words that convey an intended mood or effect ■ Write in an expressive way but also recognize how language in a book would sound	W
	(pp. 637-645) 18. Recognize and use phrases and understand their functions in sentences. 19. Recognize and use clauses, and understand their functions in sentences. 20. Recognize and use sentences with various structures. 21. Use complete sentences and avoid common sentence problems in writing.	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	(pp. 145-147) ● Understand the meaning of some words particular to a discipline (Tier 3), including some scientific words used in a literary way: e.g., *magnetic personality* ● Use contextual information to solve the meaning of new words ● Understand the writer's meaning when words are used in figures of speech or idioms ● Understand the connotative meaning of words and how they add to the meaning of a script or poem ● Use background information, illustrations, and reference tools to understand the meaning of content words ● Understand common (simple) and sophisticated connectives	SR
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	(pp. 286-297) ■ Learn and use content words typical of disciplinary language: e.g., science, history, math, social studies ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines ■ Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *although, however, therefore, though, unless, whenever*	W
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	(pp. 383-387) ■ Recognize and talk about the fact that words can be related in many ways: e.g., sound, spelling, category ■ Recognize and use synonyms, antonyms, homophones, and homographs ■ Understand the concept of analogies to determine relationships among words ■ Recognize and discuss the fact that some words have literal and figurative meanings ■ Recognize and use similes and metaphors to make a comparison ■ Recognize and discuss the fact that commonly used idioms have meanings different from the meanings of the separate words ■ Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning ■ Use a glossary or dictionary to solve and find information about words	PSWS
	(pp. 637-645) 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Grade 6

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	(pp. 79-83) ● Refer to important information and details, and use as evidence to support opinions and statements during discussion ● Provide a concise, logically organized summary of a text after hearing it read ◆ Infer the messages in a work of fiction ■ Notice how a writer reveals the underlying theme or messages of a text through a character's voice, the narrator's voice, or events of the plot ■ Recognize and discuss aspects of narrative structure: e.g., beginning, series of events, climax (turning point) of the story, problem resolution, ending ◆ Notice character change and infer reasons from events of the plot	IRA LD
	(pp. 151-153) ● Provide a concise oral summary of a work of fiction (play, choral reading, poem) that includes all essential literary elements and the main idea ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ◆ Infer the poet's message in a poem and use inferences as a basis for interpretation in performance ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script ● Follow and understand plots in stories, poems, readers' theater, or plays	SR
	(pp. 208-211) ● Select and include appropriate and important details when writing a summary of a text ◆ Provide evidence from the text or from personal experience to support written statements about that text ◆ Provide details that are important to understanding how a story's plot, setting, and character traits are related ■ Recognize and write about aspects of narrative structure: beginning, series of events, climax (turning point), problem and resolution, ending ◆ Write about character development and infer reasons ◆ Infer and write the larger messages and sometimes moral lessons of fiction texts ■ Write about how illustrations and graphics help communicate the writer's message	WAR
	(pp. 610-617) ● Present an organized oral summary that includes setting (if important), significant plot events including climax and resolution, main characters and supporting characters, character change (where significant), and one or more themes (fiction) ◆ Justify predictions with evidence from the text ◆ Explicitly state new knowledge, ideas, and attitudes build from reading fiction and nonfiction texts and provide evidence from the texts ◆ Infer multiple themes or messages in a text that may be understood in many layers ■ Locate language in a text that reveals setting, problem, character traits, character change, theme, symbolic meanings, narrator, mood, tone ■ Critique the writer's creation of characters, how they face challenges, and how they develop in terms of believability, logic, and role in communicating the message	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text.	(pp. 79-83) ● Understand how one episode builds on another and use information from the beginning of a story to interpret later episodes ◆ Infer the significance of events in a plot ◆ Infer the writer's tone in a fiction text by noticing the language ■ Notice the narrator of a text, identify the narrative point of view (e.g., first-person narrative, second-person narrative, omniscient third-person narrative), and talk about why the writer chose this perspective ■ Think critically about the authenticity and appeal of a narrator's voice ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ● Understand the connotative meanings of words that are essential to understanding the text ● Understand the figurative meaning of words that are essential to understanding the text	IRA LD
	(pp. 151-153) ◆ Infer the significance of a scene or vignette selected from a play for readers' theater ● Use contextual information to solve the meaning of new words ● Understand the writer's meaning when words are used in figures of speech or idioms ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ◆ Make decisions about how a role in a play should be read based on character attributes and the events of the plot ■ Discuss various interpretations of the attributes and motives of characters in plays and readers' theater scripts ■ Notice how a writer uses language to convey a mood	SR
	(pp. 208-211) ● Explore definitions of new words from texts, including figurative and connotative uses, by writing about them ■ Notice and write to identify multiple points of view in a text as well as how the writer reveals them ◆ Write about the significance of events in a plot ■ Recognize and write analytically about complex narrative structures: multiple storylines, perspectives, subplots, flashbacks, flash forwards, story-within-a-story, many kinds of conflict ■ Notice and record language that evokes feelings in the reading (mood)	WAR
	(pp. 610-617) ● Derive the meaning of new words and expand meaning of known words using flexible strategies: e.g., context in a sentence; connection to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence; text resources ● Understand how a writer uses words in a text to indicate perspective or point of view: i.e., first person, second person, third person ● Understand denotative, connotative, idiomatic, and figurative meanings of words ● Understand the connotative meanings of words that contribute to the tone of the text ◆ Use the writer's language to infer the mood and tone of a text ■ Think analytically about the significance of literary elements in a text ■ Analyze a text to think about the perspective from which the story is told and notice when that perspective changes ■ Identify the central story problem or conflict in a text with multiple episodes or parallel plots ■ Notice a writer's use of language and state how it specifically adds to the meaning, quality, and mood of a text	GR

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Grade 6

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	(pp. 79-83) ◆ Make connections to their own lives and contemporary issues and problems across all genres ◆ Make connections (e.g., content, theme) across fiction texts that are read aloud, and where appropriate, connect to nonfiction texts ◆ Make connections (similarities and differences) among texts that have the same author/illustrator, setting, characters, or theme ■ Connect texts by a range of categories: e.g., content, theme, message, genre, author/illustrator, character, setting, special forms, text structure, or organization ■ Think across texts to compare the perspectives of different writers on the same problem, theme, or character types	IRA LD
	(pp. 151-153) ◆ Make connections between historical and current events and the scripts in plays and other readings ◆ Make connections between texts and readers' theater scripts that are made from them and understand the differences ● Understand the original intent of a speech or public discourse and reflect the appropriate tone when reading aloud ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue and monologue	SR
	(pp. 208-211) ◆ Draw and write about connections from their own lives to contemporary issues and problems across all genres ◆ Relate important information/ideas within a text to other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ◆ Infer and write about moral lessons derived from inferring across several fiction and nonfiction texts	WAR
	(pp. 610-617) ◆ Make many different kinds of connections among texts: e.g., content, genre, theme, author, illustrator, characters or subjects, genre, author, style, mood, tone, illustrator ◆ Connect texts to their own lives and to content and plots that are particularly important to preadolescents and adolescents ◆ Use inquiry to connect texts by topic, genre, and structure ◆ Use texts in many genres (e.g., realistic fiction, historical fiction, traditional literature) to gain new insights into cultures and historical times that cannot be accessed directly ■ Recognize a writer's selection of genre and text structure for different purposes and audiences ■ Recognize and compare writing styles, making connections within multiple works of a single writer as well as making connections between works by different writers ■ Express tastes and preferences in reading and support choices with descriptions and examples of literary elements: e.g., plot, setting, language, characterization	GR

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Grade 6

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 76-78) ■ Listen to and discuss nearly a full range of fiction texts, including hybrids, special types of fiction, and sections of longer chapter books ■ Experience texts with sophisticated, subtle humor including irony: e.g., characters with unusual or humorous traits, surprising outcomes, humorous comparisons ■ Hear and discuss content that requires the student to appreciate or identify with diverse perspectives relating to culture, race, gender, etc. ■ Experience texts that present multiple themes that may be understood in layers ■ Hear and talk about texts that have main character(s) centrally involved in the conflict and resolution, and supporting characters, some of which may be important to the plot ■ Experience some texts with conflict involving a person struggling against the forces of nature, against another person, against society, or against himself or herself ■ Listen to and discuss texts with descriptive and figurative language that is important to understanding the content: e.g., imagery, metaphor, simile, personification, hyperbole	IRA LD
	(pp. 148-150) ■ Read short excerpts or scripts drawn from longer texts in a variety of genres and text structures ■ Participate in shared reading of texts with content that nurtures the imagination ■ Read shared texts with many topics that may be beyond students' immediate experiences ■ Process shared texts with complex ideas requiring inference, sometimes express through the language of poetry ■ Engage in shared reading of texts that have characters with distinct attributes revealed through dialogue (sometimes with unconventional use of language) and behavior, especially in plays ■ Process shared texts with extended dialogue or monologue that increases sentence complexity ■ Read shared texts that have some words with connotative meanings, requiring interpretation to be conveyed through the voice ■ Participate in shared reading of texts with words that offer decoding challenges because they are archaic, come from regional dialect, or are from languages other than English	SR
	(pp. 606-609) ■ Read texts that require analytic thinking to understand ■ Use sophisticated understanding of text structure and of the elements of literature to think deeply about texts ■ Encounter multidimensional characters, showing the complexity of human personality ■ Read texts to learn more about themselves and to think about their lives and others' ■ Process long texts with complex sentences and paragraphs, and many multisyllable words ■ Recognize classical motifs such as "the hero's quest" and identify moral issues in complex fantasy, myths, and legends ■ Understand and respond to complex, multidimensional themes that may be understood on several levels ■ Process texts that include archaic language or regional dialect ■ Read silently most of the time, demonstrating all dimensions of fluency in oral reading	GR

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Grade 6

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in the text (e.g., through examples or anecdotes).	(pp. 84-87) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Notice and remember the important information in a text ● Provide a concise and logically organized summary of a text after hearing it read ◆ Use evidence from the text to support statements about it ● Refer to the location of some important information (category of information, supporting details, main ideas) ◆ Infer the larger (main) ideas or messages in a nonfiction text ■ Understand that a nonfiction text can have more than one message or big (main) idea ■ Notice how the writer reveals the setting in a biographical, historical, or other narrative nonfiction text	IRA LD
	(pp. 151-153) ● Provide an oral summary that includes the important information in a nonfiction text ■ Express opinions about texts and justify with evidence ◆ Infer important ideas from reading a narrative nonfiction text ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script ■ Notice a writer's use of strong and/or literary language in presenting an argument or idea in a nonfiction text ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 211-213) ● Provide evidence from the text or from personal experience to support written statements about that text ● Refer to notes about a text for evidence to support opinions and statements in discussion and writing ● Select and include appropriate and important details when writing a summary of a text ◆ Write about moral lessons derived from inferring across several nonfiction texts ■ Notice and write about how a writer reveals the setting in a biographical or historical text ■ Critique a text's quality of writing, organization, clarity, and authenticity ● List the significant events or ideas in an informational or biographical text ◆ Infer and write about the larger messages or main ideas in a nonfiction text	WAR
	(pp. 610-617) ● Present a concise, organized oral summary that includes all important information ● Summarize important parts of a text (chapters or sections) in a way that addresses specific questions or clarifies the larger meaning of the text ◆ Infer multiple themes or messages that may be understood in many layers ◆ Infer the larger messages in a nonfiction text: i.e., whatever can be learned beyond the facts ■ Critique a piece of literature by breaking it into component parts and evaluating how they fit together to accomplish the writer's purpose or communicate a message ■ Critique the use of graphics, sidebars, and body text, and discuss how they add to the quality of a text and/or help readers understand the topic ■ Notice the references and assurances the writer provides to authenticate a text	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	(pp. 84-87) ● Follow and understand nonfiction texts with clearly defined overall structure, categories, and subcategories and connect the structure to the table of contents ■ Recognize and understand a writer's use of underlying text structures: e.g., description, cause and effect, sequence (chronological, temporal), compare and contrast, problem and solution, question and answer, combination ■ Think critically about the way a writer has organized information (clear presentation, logic, appropriate to purpose) ◆ Infer the writer's attitude toward a topic ◆ Infer a writer's purpose in a nonfiction text ● Derive the meaning of words from the context of a sentence, paragraph, or the whole text ● Notice and understand the meaning of technical words particular to academic disciplines ● Understand the connotative and figurative meanings of words that are essential to understanding the text	IRA LD
	(pp. 151-153) ■ Critique the writer's stance toward a topic, idea, emotion, or situation in a script, poem, or speech ● Use contextual information to solve the meaning of new words ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ◆ Infer the writer's stance toward the theme, topic, or main idea of a script, poem, or speech and use it to guide interpretation ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization	SR
	(pp. 211-213) ● Explore definitions of new words from texts by writing about them ● Understand some words that appear in the language of mature users and in written texts (Tier 2) and some words that appear in the scientific disciplines and are more likely to appear in writing (Tier 3) ■ Write to explore the writer's purpose and stance toward a topic ■ Critique a text's quality of writing, organization, clarity, and authenticity ■ Write about how layout contributes to the meaning and quality of a nonfiction text ■ Notice the organization of a nonfiction text, distinguishing between expository and narrative structure, and write about how the organization affects the reader	WAR
	(pp. 610-617) ● Continue to derive the meaning of a large number of words that are specific to academic disciplines (Tier 3) and add them to the reading vocabulary ● Understand denotative, connotative, idiomatic, and figurative meanings of words ◆ Infer the writer's biases and underlying beliefs ◆ Infer the purpose of a writer of a memoir or autobiography ■ Understand that the information and ideas in a text are related to each other notice how the author presents this ■ Discuss a writer's purpose in selecting a particular genre, topic, subject, or type of narrative structure ■ Critique the use of graphics, sidebars, and body text, and discuss how they add to the quality of a text and/or help readers understand the topic	GR

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Grade 6

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	(pp. 84-87) ■ Connect texts by a range of categories: e.g., content, message, genre, author/illustrator, special form, text structure, or organization ■ Notice counterarguments and evidence against those counterarguments in a text ◆ Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g., social responsibility, environment, climate, history, social and geological history, cultural groups ■ Notice and understand multiple points of view on the same topic ■ Notice and critique how a writer uses logical reasoning and specific evidence to support argument ■ Identify and critique specific language a writer uses to persuade ■ Notice how illustrations and graphics help to communicate the writer's message ◆ Gain new understandings from searching for and using information found in text body, sidebars, and graphics	IRA LD
	(pp. 151-153) ◆ Make connections between texts and readers' theater scripts that are made from them and understand the differences ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue and monologue ■ Notice a writer's use of strong and/or literary language in presenting an argument or idea in a nonfiction text ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram; label, caption, legend, key, scale, cutaway, sidebar, call-out ◆ Make connections between text, illustrations, and book and print features listed above ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 211-213) ◆ Write about the important information and concepts in one text and connect it to information and concepts in other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ■ Write statements that reflect understanding of both the text body and the graphics or illustrations and how the two are integrated ■ Describe a writer's use of persuasion and how the writer supports arguments with evidence ■ Write critically about how a writer uses evidence to support an argument ● Understand and note important information provided in graphics	WAR
	(pp. 610-617) ◆ Infer information from all elements of a text: e.g., body, sidebars, illustrations, graphics, various text resources, decorative or informative illustrations and/or print outside the body of the text (peritext) ■ Notice how a writer uses language in a persuasive way ■ Understand how illustrations and text work together to enhance meaning and communicate the mood of the text ■ Compare content, topic, or events across several sources and use information to critique individual texts or groups of texts ■ Agree or disagree with a writer's arguments and give rationales for opinions	GR

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Grade 6

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 76-78) ■ Experience a range of nonfiction texts, including persuasive texts, hybrids, and forms such as speeches ■ Hear and discuss texts with underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence, categorization, compare and contrast, problem and solution, question and answer ■ Listen to and talk about biographical and historical texts with narrative structure ■ Hear and discuss texts with content that requires analytical and critical thinking: e.g., to judge the authenticity and relevance of informational texts or historical fiction ■ Experience some texts with dense presentation of facts and ideas ■ Listen to and talk about many books with multiple ideas, most requiring inference and synthesis to understand ■ Hear and talk about texts with persuasive language ■ Experience texts that have complex sentences with variety in order of phrases and clauses ■ Listen to and discuss texts that have sentences with sophisticated and academic connectives ■ Experience texts with new content words related to concepts that students are learning	IRA LD
	(pp. 148-150) ■ Participate in shared reading of various nonfiction texts, including forms: e.g., speeches, newscasts, and documentaries ■ Engage in shared reading of short excerpts or scripts drawn from longer texts in a variety of genres and text structures ■ Read shared texts with some content linked to specific areas of study as described by the school curriculum or standards ■ Read shared texts that require critical thinking to judge the authenticity of facts and information ■ Participate in shared reading of texts with language that expresses the author's attitude or feelings toward a subject reflected in the style of writing (tone) ■ Engage in shared reading of texts with sentence structure adapted to fit purpose and form of book and print features: e.g., heading, subheading, label, caption, legend ■ Read shared texts with academic connectives (words that link ideas and clarify meaning and that are used in written texts but do not appear often in everyday oral language) ■ Read shared texts with many multisyllable words, some technical or scientific	SR
	(pp. 606-609) ■ Process texts that have increased demand for prior disciplinary and genre knowledge ■ Understand texts that require analytic thinking ■ Use sophisticated understanding of text structure to think deeply about texts ■ Process long texts with complex sentences and paragraphs, as well as many multisyllable words ■ Read texts with a heavy load of content-specific and technical words that require using embedded definitions, disciplinary knowledge, and reference tools ■ Search for and use information including complex graphics and texts that present content requiring background knowledge in an integrated way ■ Think critically about the quality and authenticity of a text, evaluate arguments, and detect bias ■ Read mostly silently, demonstrating all dimensions of fluency during oral reading ■ Understand and use disciplinary and academic vocabulary	GR

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Grade 6

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	(pp. 79-87) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ◆ Give reasons/evidence (either text-based or from personal experience) to support thinking ◆ Use evidence from the text to support statements about it ■ Form and express opinions about a text and support with rationale and evidence ■ Notice a writer's use of argument and persuasion ■ Notice counterarguments and evidence against those counterarguments in a text ■ Notice and critique how a writer uses logical reasoning and specific evidence to support argument ■ Identify and critique specific language a writer uses to persuade	IRA LD
	(pp. 341-342) ■ Analyze how a speaker uses evidence and examples effectively ■ Critique presentations for logic, presentation of evidence for arguments, subtexts, and inclusion or exclusion of information ■ Identify, analyze, and critique persuasive techniques ■ Use conventions of respectful conversation ■ Sustain a conversation with a variety of audiences ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Monitor own understanding of others' comments and ask for clarification and elaboration ■ Ask follow-up questions during partner, small-group, and whole class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing and adding on, and explaining reasons ■ Recall, restate, or paraphrase information, big ideas, or points made by others ■ Listen and respond, taking an alternative perspective ■ Remember others' comments and consider one's own thinking in relation to those comments	OVC

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Standard	Behaviors and Understandings	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 language standards 1 and 3 for specific expectations.)	(pp. 341-342) ■ Speak with appropriate volume for audience size and location ■ Speak directly to the audience, making eye contact with individuals ■ Enunciate words clearly enough to be understood by a group (with regional and other dialects being acceptable) ■ Use mostly conventional grammar and pronunciation of words (depending on individual opportunities over time) ■ Have an audience in mind before planning the presentation ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a concise manner with a logical sequence ■ Have a clear introduction, body, and conclusion to your topic ■ Demonstrate awareness of the knowledge base and interests of the audience ■ Choose clear examples that are related to the topic ■ Select genre of oral presentation with audience in mind ■ Deliver both formal and informal presentations, and vary content, language, and style appropriately ■ Demonstrate understanding of a topic by providing facts, statistics, examples, anecdotes, and quotations ■ Include multiple primary and secondary sources to support points ■ Use effective presentation devices: e.g., examples, case studies, analogies ■ Use graphics (e.g., diagrams, illustrations, or other digital media) to communicate meaning or to enhance a presentation ■ Integrate technology tools (e.g., slideshows, video, audio) in multimedia presentations	OVC

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Grade 6

Text Types and Purposes

Standard	Behaviors and Understandings
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to manage the signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	(pp. 208-213) ● Use some academic connectives (words that link ideas and clarify meaning that appear in written texts): e.g., *alternatively, consequently, despite, conversely, eventually, finally, in contrast, initially, likewise, nevertheless, nonetheless, previously, specifically, ultimately, whereas, whereby* ◆ Write about changes in opinions based on new information or insights gained from fiction or nonfiction texts ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ■ Write critiques of fiction texts, focusing on authenticity of characters, portrayal of current or past issues, voice, tone, accuracy of setting ■ Critique a text's quality of writing, organization, clarity, and authenticity WAR (pp. 298-310) ■ Begin with a compelling lead to capture reader's attention ■ Describe the setting with appropriate detail ■ Develop a plot that is believable and engaging to readers ■ Move the plot along with action ■ Describe and develop believable characters by showing how they look, what they do, say, and think, and what others say about them ■ Write a believable and satisfying ending to the story W

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Standard	Behaviors and Understandings
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to manage the signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	(pp. 298-310) ■ Experiment with literary features and devices such as imagery, figurative language, symbolism, irony, and satire ■ Write an engaging lead and first section that orient the reader and provide an introduction to the topic ■ Organize information using categorization or another underlying structural pattern: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ■ Provide interesting supporting details that develop a topic ■ Include facts, figures, statistics, examples, and anecdotes when appropriate ■ Use quotes from experts (written texts, speeches, or interviews) when appropriate ■ Write multiple paragraphs with smooth transitions ■ Bring a narrative text to a satisfying problem resolution and concluding scene ■ Bring the piece to closure, to a logical conclusion, through an ending or summary statement ■ Vary language and style as appropriate to audience and purpose ■ Use common (simple) connectives and some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts but do not appear often in everyday oral language: e.g., *although, however, therefore, though, unless, whenever*

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Grade 6

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	(pp. 208-213) ● Continuously check the evidence in a text to ensure that writing reflects understanding ● Reread writing to check on meaning, accuracy, and clarity of expression	WAR
	(pp. 298-310) ■ Organize information to fit purpose: e.g., functional, narrative, informational, persuasive, poetic ■ Order the writing in ways that are characteristic to the purpose and genre ■ Vary language and style as appropriate to audience and purpose ■ Choose the best words to fit the writer's purpose and meaning ■ Use efficient keyboarding skills to create drafts, revise, edit, and publish ■ Select the genre for the writing based on the purpose ■ Write with specific readers or audience in mind ■ Plan and organize information for the intended readers ■ Consider a varied audience when planning the piece ■ Generate and expand ideas through talk with peers and teacher ■ Think through a topic, focus, organization, and audience ■ Plan for a story by living inside the story, gaining insight into characters so that the story can be written as it happens ■ Change writing in response to peer or teacher feedback ■ Write a draft or discovery draft (writing fast and as much as possible on a topic) ■ Reread and revise the discovery draft or rewrite sections to clarify meaning ■ Add words, letters, phrases, or sentences using a variety of techniques: e.g., caret, sticky notes, spider's legs, numbered items on a separate page, word-processing ■ Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer ■ Edit for the conventional spelling of known words, capitalization and punctuation, and grammar and sentence sense ■ Use spell check and grammar check, accepting or rejecting changes as needed ■ Make corrections in response to editing marks by the teacher or other writers	W
	(p. 355) ■ Increase keyboard fluency and automaticity through writing and online exploration, and use keyboarding shortcuts, hand gestures, or voice to increase navigation efficiency ■ Use software and apps to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video ■ Communicate to and with an authentic audience through blogs, video conferencing, and other online tools with support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world	TC

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Grade 6

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to informational texts (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	(pp. 208-213) ● Record notes to navigate long and complex texts when checking opinions and theories in preparation for writing longer pieces ◆ Write about connections among texts by topic theme, major ideas, authors' styles, and genres ■ Critique a text's quality of writing, organization, clarity, and authenticity ◆ Integrate information from several texts on the same topic in order to write about the topic ◆ Write to compare and expand understanding of content and ideas from academic disciplines across texts	WAR
	(pp. 298-310) ■ Use quotes from experts (written texts, speeches, or interviews) when appropriate ■ Credit sources of information as appropriate ■ Support ideas with facts, details, examples, and explanations from multiple authorities ■ Gather and internalize information and then write it in own words ■ Form questions to explore and locate sources for information about a topic, characters, or setting ■ Take and use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Understand that a writer gains ideas from other writers but should credit the other writers and/or put these ideas into one's own words ■ Understand the concept of plagiarism and avoid it by citing sources for quotations and information used	W
	(p. 355) ■ Use a variety of digital resources such as websites, public and subscription-based services, e-books, and apps to locate, evaluate, and analyze literary and informational content ■ Use different strategies to increase the effectiveness of your searches including key words, advanced search engine filters, and symbols ■ Determine the reliability of a website based on analysis of author expertise, accuracy of information, validity of sources, scientific evidence, etc.	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(pp. 298-310) ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences	W

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Grade 6

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	(pp. 298-310) ■ Recognize the eight parts of speech of the English language in an accepted, standard way ■ Use objective and nominative case pronouns in an accepted, standard way: e.g., *me, him, her; I, he, she* ■ Use indefinite and relative pronouns correctly: e.g., *everyone, both; that, who, whose* ■ Use dashes correctly to indicate a longer pause or slow down the reading to emphasize particular information ■ Use commas and parentheses correctly to separate parenthetical information ■ Spell a large number (approximately 750 to 1,000) of high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling in final drafts ■ Use a range of spelling strategies to take apart and spell multisyllable words (word parts, connections to known words, complex sound-to-letter cluster relationships) ■ Spell a full range of contractions, plurals, possessives, and compound words ■ Monitor own spelling by noticing when a word does not "look right" and should be checked ■ Edit for the conventional spelling of known words ■ Edit for capitalization and punctuation ■ Edit for grammar and sentence sense	W
	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 3. Recognize and use pronouns (simpler will be learned before more complex). 14. Recognize and use pronoun-antecedent agreement. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	(pp. 298-310) ■ Continue to learn from other writers by borrowing ways with words, phrases, and sentences ■ Vary language and style as appropriate to audience and purpose ■ Use variety in sentence structure and sentence length ■ Write with voice as well as begin to develop literary voice ■ Use conventional sentence structure and punctuation for simple sentences, compound sentences, and complex sentences with embedded clauses ■ Sometimes vary sentence structure and length for reasons of craft ■ Place phrases and clauses in sentences ■ Choose a setting and describe in details that evoke a particular mood or tone ■ Reread writing to check for clarity and purpose	W
	(pp. 637-645) 18. Recognize and use phrases and understand their functions in sentences. 19. Recognize and use clauses, and understand their functions in sentences. 20. Recognize and use sentences with various structures.	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	(pp. 151-153) ● Use contextual information to solve the meaning of new words ● Understand the writer's meaning when words are used in figures of speech or idioms ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ● Use background information, illustrations, and reference tools to understand the meaning of content words ● Rapidly and automatically use a range of strategies (e.g., syllables, morphology, base words and affixes, Greek and Latin word roots) for deriving the meaning of words ● Understand common (simple) connectives, sophisticated connectives, and some academic connectives	SR
	(pp. 298-310) ■ Use vocabulary specific to the topic or content ■ Learn new words from reading and try them out in writing ■ Learn and use content words typical of disciplinary language: e.g., science, history, math, social studies ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines	W
	(pp. 388-392) ■ Recognize and use words with multiple meanings: e.g., *content, duck, invalid, present, pupil, temple* ■ Understand the concept of analogies to determine relationships among words: e.g., synonyms, antonyms, homophones, object/use, part/whole, cause/effect, member/category, denotation/connotation ■ Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning: e.g., *incredible—in-* ("not"), Latin *cred* (believe) and *–ible* ("capable of"); *antibiotic—anti-* ("opposite" or "against"), Greek *bio* ("life"), and *-ic* ("related to") ■ Use a glossary or dictionary to solve and find information about words	PSWS
	(pp. 637-645) 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Grade 7

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	(pp. 91-95) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Provide a concise, logically organized summary of a text after hearing it read ◆ Use evidence from the text to support statements about it ◆ Infer the messages in a work of fiction ■ Notice how a writer reveals the underlying theme or message of a text through a character's voice, the narrator's voice, or events of the plot ■ Evaluate the significance of the setting in the story ■ Evaluate the consistency of characters' actions within a particular setting	IRA LD
	(pp. 157-160) ● Provide a logically organized oral summary of the story or play ● Provide a concise oral summary of a work of fiction (play, choral reading, poem) that includes all essential literary elements and the main idea ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts and poems used for choral reading ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script ■ Notice the different ways that a writer tells a story in a fiction text (e.g., simple narrative structure, cumulative patterns, flashback, parallel plots) and how that affects understanding and enjoyment	SR
	(pp. 216-219) ● Refer to notes about a text for evidence in discussion and writing to support opinions and statements ● Select and include appropriate and important details when writing a summary of a text ◆ Provide evidence from the text or from personal experience to support written statements about a text ◆ Provide details that are important to understanding how a story's plot, setting, and character traits are related ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ■ Write about the importance of setting to the plot in realistic and historical fiction and in fantasy ◆ Infer and write the larger messages and sometimes moral lessons of fiction texts	WAR
	(pp. 622-629) ● Present a concise, organized oral summary that includes all important information ◆ Explicitly state new knowledge, ideas, and attitudes built from reading fiction and nonfiction texts and provide evidence from the texts ◆ Infer multiple themes or messages in a text that may be understood in many layers ■ Understand the characteristics of settings (cultural, physical, historical) and the way they affect characters' attitudes and decisions ■ Understand that the writer may express a theme through the feelings of a main character, characters' thoughts, dialogue, character development, action, or events ■ Locate language in a text that reveals setting, problem, character traits, character change, theme, symbolic meanings, narrator, mood, tone ■ Express personal opinions about aspects of the text that make it engaging or interesting, and provide examples and evidence from the text to justify	GR

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Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	(pp. 91-95) ■ Notice and appreciate forms and genres embedded in another form or genre ■ Notice a writer's use of poetic language and sound devices: e.g., rhythm, rhyme, repetition, refrain, onomatopoeia, alliteration, assonance ■ Notice the narrator of a text, identify the narrative point of view (e.g., first-person narrative, second-person narrative, omniscient third-person narrative), and talk about why the writer chose this perspective ■ Notice a combination of narrative points of view within a single text ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ● Understand the connotative meanings of words that are essential to understanding the text ● Understand the figurative meaning of words that are essential to understanding the text	IRA LD
	(pp. 157-160) ● Use contextual information to solve the meaning of new words ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ◆ Gain insight into perspectives of characters in fiction and real historical characters through reenacting their roles in scripts, speeches, and interviews ■ Use academic language to discuss various aspects of poetry used for performance: e.g., *blank verse, elegy, epic, ode, pastoral sonnet, tamica, senryu, canzone, enjambment, envoy, epigram, epithalamium, idyll, lay, carpe diem, rhythm, refrain, rhyme, repetition, stress, verse, onomatopoeia, alliteration, assonance, consonance, accent,* etc.	SR
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	(pp. 216-219) ● Consistently and automatically notice new vocabulary words and use them appropriately in writing about reading ● Explore definitions of new words from texts, including figurative and connotative uses, by writing about them ■ Appreciate and write about forms embedded within the main text ■ Notice and write to identify multiple points of view in a text as well as how the writer reveals them ◆ Recognize and write about a writer's use of allegory or monologue in a text ■ Notice and write about elements of the writer's craft: word choice, use of literary elements ■ Notice the narrator of a text and distinguish among narrative styles: first-person narrative, third-person narrative, multiple narrators, alternating first- and third-person narrators	WAR
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	(pp. 622-629) ● Derive the meaning of new words and expand meaning of known words using flexible strategies: e.g., context in a sentence; connections to other words; synonyms and antonyms; word parts; base words and affixes; word function in a sentence; text resources ● Understand denotative, connotative, idiomatic, and figurative meanings of words ● Orally read novels in verse reflecting the meaning and rhythm with the voice ■ Analyze a text to think about the perspective from which the story is told and notice when that perspective changes ■ Understand that a writer selects first-, second-, or third-person point of view to tell a story ■ Notice a writer's use of monologue and soliloquy (typically in a play) as well as extended dialogue to reveal a character's thoughts	GR

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Grade 7

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	(pp. 91-95) ◆ Make connections (e.g., content, theme) across fiction texts that are read aloud, and where appropriate, connect to nonfiction texts ■ Think critically about the authenticity of a text: e.g., characterization, plot, setting, social values ◆ Identify and understand the historical period, people, and events ◆ Apply background knowledge to extend understanding of historical fiction and science fiction ■ Examine how different sources address the same topic ■ Question the validity of the information presented in the text about the past ■ Challenge the text as historical artifact ■ Evaluate the authenticity of the writer's presentation of the setting ■ Evaluate the consistency of characters' actions within a particular setting	IRA LD
	(pp. 157-160) ◆ Acquire new information, ideas, and perspectives from reading scripts for plays and readers' theater, poems, and speeches, and vignettes from biographies and memoirs ◆ Make connections between historical and current events and the scripts in plays and other readings ■ Critique the writer's stance toward a topic, idea, emotion, or situation in a script, poem, or speech ◆ Make decisions about how the characters in a play should sound based on knowledge of history and culture ◆ Make decisions about how to read a speech based on knowledge of history or understanding of current events and issues	SR
	(pp. 216-219) ◆ Relate important information/ideas within a text to other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ◆ Demonstrate how background knowledge impacts understanding of historical fiction and science fiction ■ Write critiques of fiction texts focusing on quality of writing, organization, clarity, authenticity ■ Write about the importance of setting to the plot in realistic and historical fiction and in fantasy	WAR
	(pp. 622-629) ◆ Use disciplinary knowledge from the natural and social sciences to understand settings, plots, and characters in both historical and realistic fictions ◆ Use disciplinary knowledge from the natural sciences to understand the problems and settings in all fiction texts ◆ Use texts in many genres (e.g., realistic fiction, historical fiction, traditional literature) to gain new insights into cultures and historical times that cannot be accessed directly ■ Understand the characteristics of settings (cultural, physical, historical) and the way they affect characters' attitudes and decisions ■ Critique the plot of a piece of literature to evaluate it in terms of believability and logic ■ Critique the writer's creation of characters, how they face challenges, and how they develop in terms of believability, logic, and role in communicating the message ■ Use other information (from research, reading, etc.) to evaluate the authenticity of a text ■ Compare content, topic, or events across several sources and use information to critique individual texts or groups of texts	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 88-90) ■ Hear and talk about a full range of fiction texts, including complex fantasy and special types of fiction such as mystery, satire/parody, horror, and romance ■ Experience texts with content that reflects a wide range of settings, languages, and cultures and that requires some knowledge of diverse cultures ■ Hear and talk about texts with more complex characters, settings, events, and conflicts that could exist in contemporary life or in another historical period, or that occur in fantasy ■ Experience many books with multiple ideas, most requiring inference and synthesis to understand ■ Listen to and discuss texts with "round" characters that have a complex range of good and bad attributes and that change during the course of the plot, and "flat" characters that do not change but may play an important role in the plot ■ Experience many texts with subtle and/or complex use of symbolism, including allegory ■ Hear and discuss texts with dialect or archaic language ■ Listen to and talk about texts that have many words with figurative or connotative meanings essential to understanding the text	IRA LD
	(pp. 154-156) ■ Participate in shared reading of a full range of fiction genres, including forms such as poetry collections, plays, sections of longer chapter books, and short stories ■ Read shared texts with topics of interest to adolescents: e.g., personal and societal issues such as friendship, growing up, romance, sexism, racism, oppression, poverty, death, war ■ Read shared texts with complex ideas requiring inference, sometimes expressed through the language of poetry ■ Participate in shared reading of texts with language (including archaic language) and events that convey an emotional atmosphere (mood) in a text, affecting how the reader feels ■ Read shared texts with settings important to the plot, many distant in time and place from children's own experiences ■ Engage in shared reading of texts with some dialogue or monologue with full range of complex language structures ■ Read shared texts with some words used to create irony, requiring interpretation to be conveyed through the voice	SR
	(pp. 618-621) ■ Read a full range of fiction genres, including abstract, special types of fiction, such as satire ■ Understand complex fantasy, myths, and legends that offer added challenge by requiring readers to recognize classical motifs such as "the hero's quest" and to identify moral issues ■ Read texts with mature themes, focusing on difficult human problems and relationships ■ Encounter settings that may involve war, tragedy, sexuality, natural disaster, poverty, racism, and violent behavior ■ Process texts with literary language used to convey irony, as well as some texts that may include archaic language or regional dialect ■ Understand multidimensional themes and characters that may be understood on several levels and are developed in complex ways ■ Understand many texts that require critical thinking, and think critically about authenticity and bias	GR

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Grade 7

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	(pp. 96-99) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Provide a concise and logically organized summary of a text after hearing it read ◆ Use evidence from the text to support statements about it ■ Form and express opinions about a text and support with rationale and evidence ◆ Understand the relationships among ideas and content in an expository nonfiction text (larger topic with subtopics) ◆ Infer the larger (main) ideas or messages in a nonfiction text ■ Understand that a nonfiction text can have more than one message or big (main) idea	IRA LD
	(pp. 157-160) ● Provide an oral summary that includes the important information in a nonfiction text ■ Express opinions about texts and justify with evidence ◆ Infer important ideas from reading a narrative nonfiction text ■ Notice how the writer communicates the messages in a story, poem, or the dialogue of a script ◆ Infer feelings and motivations of people from history and characters in realistic fiction from reading dialogue and monologue in a script and performing in a play or readers' theater ■ Notice aspects of the writer's craft when looking at an enlarged page with the group	SR
	(pp. 220-222) ● Refer to notes about a text for evidence in discussion and writing to support opinions and statements ● Write logically organized summaries that include the important ideas in a nonfiction text, the conclusions, and the larger message ◆ Relate important information/ideas within a text ◆ Provide evidence from the text or from personal experience to support written statements about the text ■ Describe how ideas and content within a nonfiction text are alike and different ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ◆ Infer and write about the larger messages or main ideas in a nonfiction text ◆ Write an in-depth analysis of social issues, both local and global, as revealed through facts, arguments, conclusions, and opinions	WAR
	(pp. 622-629) ● Present a concise, organized oral summary that includes all important information ◆ Infer multiple themes or messages in a text that may be understood in many layers ◆ Infer the larger messages in a nonfiction text: e.g., whatever can be learned beyond the facts ■ Have a deep understanding of the characteristics of nonfiction texts and use this information to analyze texts ■ Understand that the information and ideas in a text are related to each other and notice how the author presents this ■ Apply analytic thinking to understand very mature topics and ideas ■ Express personal opinions about aspects of the text that make it engaging or interesting and provide examples and evidence from the text to justify	GR

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Grade 7

Craft and Structure

Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	(pp. 96-99) ■ Notice the organization of a nonfiction text, distinguishing between expository and narrative structure ■ Think critically about the way a writer has organized information (clear presentation, logic, appropriate to purpose) ◆ Infer a writer's purpose in a nonfiction text ■ Think across texts to compare the stance of two or more writers on the same topic ◆ Infer the writer's tone in a nonfiction text by noticing selection of information, word choice, and language ■ Notice and think critically about a writer's word choice ● Notice and understand the meaning of technical words particular to academic disciplines ● Understand the connotative and figurative meanings of words that are essential to understanding the text	IRA LD
	(pp. 157-160) ● Understand the meaning of some words particular to a discipline (Tier 3), especially when used figuratively or in scientific argument ● Use contextual information to solve the meaning of new words ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ◆ Infer the writer's stance toward the theme, topic, or main idea of the script, poem, or speech and use it to guide interpretation ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution, categorization ■ Notice how a writer uses language to convey a mood	SR
	(pp. 220-222) ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ■ Recognize and write about bias in a nonfiction text and identify the writer's point of view ■ Notice the organization of a nonfiction text, distinguishing between expository and narrative structure, and write about how the organization affects the reader ■ Write and think critically about a writer's word choice	WAR
	(pp. 622-629) ● Continue to derive the meaning of a large number of words that are specific to academic disciplines (Tier 3) and add them to the reading vocabulary ● Understand denotative, connotative, idiomatic, and figurative meanings of words ● Understand the connotative meanings of words that contribute to the tone of the text ◆ Infer the purpose of a writer of a memoir or autobiography ◆ Use the writer's language to infer the mood and tone of a text ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer ■ Notice and interpret language that reveals the writer's attitude and communicates the tone of the text ■ Critique a piece of literature by breaking it into component parts and evaluating how they fit together to accomplish the writer's purpose or communicate a message	GR

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Grade 7

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	(pp. 96-99) ● Notice and respond to stress and tone of voice while listening and afterward ◆ Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g., social responsibility, environment, climate, history, social and geological history, cultural groups ■ Think across texts to compare the stance of two or more writers on the same topic ■ Notice and understand multiple points of view on the same topic ■ Recognize a writer's use of the techniques for persuasion in a persuasive text ■ Notice and critique how a writer uses logical reasoning and specific evidence to support argument ■ Identify and critique specific language a writer uses to persuade	IRA LD
	(pp. 157-160) ■ Think critically and discuss the relationship between nonverbal behavior, the voice, and the meaning of the script, poem, or play ■ Talk about whether a readers' theater script or play is interesting or enjoyable and why ● Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue and monologue ■ Notice a writer's use of strong and/or literary language in presenting an argument or idea in a nonfiction text	SR
	(pp. 220-222) ◆ Write about the important information and concepts in one text and connect it to information and concepts in other texts ■ Recognize and write about examples of argument and persuasion in an informational text ■ Describe and critique a writer's use of persuasion and how the writer supports arguments with evidence ■ Write critiques of nonfiction texts, focusing on bias, stereotypes, prejudice, misrepresentation, sexism, or racism, and identifying the author's point of view ◆ Write to compare and expand understanding of content and ideas from academic disciplines across texts ■ Write critically about how a writer uses evidence to support an argument	WAR
	(pp. 622-629) ◆ Recognize new information in arguments in persuasive texts and make decisions about changing beliefs or attitudes in response ■ Notice the logic and structure of a writer's argument ■ Recognize and compare writing styles, making connections within multiple works of a single writer, as well as making connections between works of different writers ■ Notice how a writer uses language to persuade in a variety of persuasive texts and contexts (e.g., argument, essay, advertising, propaganda) ■ Critique a text using several dimensions: strength and reasonableness of arguments, degree of bias, documentation of facts, qualifications of writer, impact of style and presentation ■ Compare content, topic, or events across several sources and use information to critique individual texts or groups of texts	GR

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Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	(pp. 88-90) ■ Experience the full range of nonfiction genres and forms ■ Hear and discuss biographical and historical texts with narrative structure ■ Hear and discuss informational texts with examples of simple argument and persuasion ■ Listen to and talk about texts with content that requires analytical and critical thinking: e.g., to judge the authenticity and relevance of informational texts or historical fiction ■ Experience many texts with heavy content load that requires prior knowledge and invites extended discussion ■ Listen to and talk about some texts with dense presentation of facts and ideas ■ Experience texts with deeper meanings applicable to important human challenges and social issues: e.g., life cycles, survival, interconnectedness of humans and the environment, social responsibility, poverty, justice, racism, war ■ Hear and discuss texts with persuasive language ■ Listen to and talk about texts that have sentences with common (simple), sophisticated, and academic connectives ■ Hear and discuss texts with a wide variety of technical vocabulary	IRA LD
	(pp. 154-156) ■ Participate in shared reading of the full range of nonfiction genres and forms, including newscasts and documentaries ■ Engage in shared reading of informational texts with examples of argument and persuasion ■ Read shared texts that require critical thinking to judge the authenticity of facts and information ■ Participate in shared reading of texts with content that reflects understanding of the physical and social world ■ Engage in shared reading of texts with language that expresses the author's attitude or feelings toward a subject reflected in the style of writing (tone) ■ Participate in shared reading of texts that have sentences with common (simple) connectives, sophisticated connectives, and academic connectives ■ Read shared texts with new content words related to concepts that students are learning, as well as technical vocabulary ■ Engage in shared reading of texts that have base words with multiple affixes (prefixes and suffices) ■ Read shared texts with a wide range of punctuation: e.g., period, question mark, exclamation mark, comma, quotation marks, ellipses, dash, parentheses, hyphen	SR
	(pp. 618-621) ■ Process and comprehend the full range of nonfiction genres and forms ■ Read nonfiction texts with a heavy load of information in the academic disciplines ■ Read texts that require critical thinking to understand, and think critically about authenticity and bias ■ Search for and use information including complex graphics and texts that present content requiring background information in an integrated way ■ Understand and use disciplinary and academic vocabulary, and actively add to disciplinary knowledge ■ Mostly read silently, exhibiting all dimensions of fluency in oral reading	GR

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Standard	Behaviors and Understandings	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	(pp. 91-99) ● Refer to important information and details and use as evidence to support opinions and statements during discussion ◆ Give reasons/evidence (either text-based or from personal experience) to support thinking ◆ Relate important ideas in the text to each other and to ideas in other texts ■ Critique the text in terms of quality of writing, organization, clarity, authenticity ● Follow arguments in a persuasive text ◆ Understand the relationships among ideas and content in an expository nonfiction text (larger topic and subtopics) ■ Recognize a writer's use of the techniques for persuasion in a persuasive text ■ Notice and critique how a writer uses logical reasoning and specific evidence to support argument ■ Identify and critique specific language a writer uses to persuade	IRA LD
	(pp. 343-344) ■ Listen with attention during oral presentations, and recognize a speaker's purpose and point of view ■ Critique presentations for logic or presentation of evidence for arguments, subtexts, and inclusion or exclusion of information ■ Recognize faulty reasoning and bias in presentations and media messages ■ Identify, analyze, and critique persuasive techniques ■ Use conventions of respectful conversation ■ Sustain a conversation with a variety of audiences ■ Use conventional techniques that encourage others to talk: e.g., "What do you think?" "Do you agree? Why or why not?" ■ Build on the talk of others by making statements related to the speaker's topic and by responding to cues ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing or adding on, and explaining reasons ■ Remember others' comments and consider one's own thinking in relation to them ■ Express opinions and support them with evidence and logical reasoning ■ Demonstrate understanding of a topic by providing facts, statistics, examples, anecdotes, and quotations	OVC

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Standard	Behaviors and Understandings	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	(pp. 343-344) ■ Speak with appropriate volume for audience size and location ■ Speak directly to the audience, making eye contact with individuals ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a group (with regional and other dialects being acceptable) ■ Use mostly conventional grammar and pronunciation of words (depending on individual opportunities over time) ■ Maintain a clear focus on the important or main ideas ■ Present ideas and information in a concise manner with a logical sequence ■ Sequence ideas, examples, and evidence in a way that shows their relationship ■ Have a clear introduction, body, and conclusion to your topic ■ Prepare a plan or notes to support the presentation ■ Use language appropriate for oral presentations ■ Deliver both formal and informal presentations and vary content, language, and style appropriately ■ Use graphics (e.g., diagrams, illustrations, or other digital media) to communicate meaning or enhance a presentation ■ Integrate technology tools (e.g., slideshows, video, audio) in multimedia presentations	OVC

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Standard	Behaviors and Understandings	
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	(pp. 216-222) ● Use words that link ideas and clarify meaning–common (simple) connectives; sophisticated connectives that are used in written texts but do not appear often in everyday oral language ● Provide evidence from the text or from personal experience to support written statements about a text ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions	WAR
	(pp. 311-323) ■ Write a fiction story, either realistic or fantasy ■ Begin with a compelling lead to capture reader's attention ■ Describe the setting with appropriate detail and reveal its relevance to the plot through the events and dialogue ■ Develop a plot that is believable and engaging to readers, including a conflict, several episodes, a resolution, and an ending ■ Describe and develop believable and appealing characters ■ Use an appropriate, effective point of view: e.g., first person, third person ■ Use dialogue skillfully in ways that show character traits and feelings ■ Write a believable and satisfying ending to the story, whatever the genre ■ Experiment with literary features and devices such as imagery, figurative language, symbolism, irony, and satire	W

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Standard	Behaviors and Understandings
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	(pp. 311-323) ■ Use illustrations and book and print features (e.g., labeled pictures, diagrams, table of contents, headings, subheadings, sidebars, boxes of facts set off from other text, page numbers) to guide the reader ■ Provide information that teaches or informs readers about a topic ■ Write an engaging lead and first section that orient the reader and provide an introduction to the topic ■ Organize information using categorization or another underlying structural pattern ■ Provide interesting supporting details that develop a topic ■ Include facts, figures, statistics, examples, and anecdotes when appropriate ■ Use quotes from experts (written texts, speeches, or interviews) when appropriate ■ Use some vocabulary specific to the topic ■ Write multiple paragraphs with smooth transitions ■ Write an effective conclusion ■ Begin with a title or opening that tells the reader what is being argued or explained–a clearly stated thesis ■ Provide a series of clear arguments with reasons to support the argument ■ Vary language and style as appropriate to audience and purpose ■ Use sophisticated connectives used mostly in written texts and some academic connectives that are used in the academic discipline and do not usually appear in oral language: e.g., *alternatively, consequently, despite, conversely, eventually, finally, in contrast, initially, likewise, nevertheless, nonetheless, previously, specifically, ultimately, whereas, whereby*

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Grade 7

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.) 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	(pp. 216-222) ● Refer to notes about a text for evidence in discussion and writing to support opinions and statements ● Reference page numbers from text in writing about important information ● Reread writing to check on meaning, clarity, and accuracy of expression	WAR
	(pp. 311-323) ■ Organize information to fit purpose: e.g., functional, narrative, informational, persuasive, poetic ■ Vary language and style as appropriate to audience and purpose ■ Use efficient keyboarding skills to create drafts, revise, edit, and publish ■ Use word-processing with understanding of how to produce and vary text (layout, font, special techniques) according to purpose, audience, etc. ■ Select the genre for the writing based on the purpose ■ Write with specific readers or audience in mind ■ Generate and expand ideas through talk with peers and teacher ■ Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting ■ Think through a topic, focus, organization, and audience ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Understand that in a research report a writer documents information with references for the sources and that there are prescribed forms for preparing reference lists, bibliographies, footnotes, and endnotes ■ Write a draft or discovery draft (writing fast and as much as possible on a topic) ■ Reread and revise the discovery draft or rewrite sections to clarify meaning ■ Prepare final draft with self-edit, and submit (teacher edit prior to publishing) ■ Use spell check and grammar check, accepting or rejecting changes as needed ■ Make corrections in response to editing marks made by the teacher or other writers	W
	(p. 356) ■ Use software and apps to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools ■ Share work for teacher and peer feedback using editing tools such as comments, highlighting, audio notes, and make revisions based on their suggestions ■ Design or use templates to create newsletters, brochures, web pages, presentations, infographic, or video shorts. Experiment with a combination of software, apps, and online tools to improve the quality of your product and its ability to reach different audiences	TC

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Grade 7

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to informational texts (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	(pp. 216-222) ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Describe and critique a writer's use of persuasion and how the writer supports arguments with evidence	WAR
	(pp. 311-323) ■ Form questions to explore and locate sources for information about a topic, characters, or setting ■ Take and use notes to record and organize information ■ Conduct research to gather information in planning a writing project: e.g., live interviews, Internet, artifacts, articles, books ■ Evaluate sources for validity and point of view ■ Understand the concept of plagiarism and avoid it by citing sources for quotations and information used ■ Understand that in a research report a writer documents information with references for the sources and that there are prescribed forms for preparing reference lists, bibliographies, footnotes, and endnotes	W
	(p. 356) ■ Use a variety of digital resources such as websites, public and subscription-based databases, e-books, and apps to locate, evaluate, and analyze literary and informational content ■ Use different strategies to increase the effectiveness of your searches by including key words, advanced search engine filters, and symbols ■ Determine the reliability of a website based on analysis of author expertise, accuracy of information, validity of sources, scientific evidence, etc.	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(pp. 311-323) ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences	W

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Grade 7

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	(pp. 311-323) ■ Use conventional sentence structure and punctuation for simple sentences, compound sentences, and complex sentences with embedded clauses ■ Place phrases and clauses in sentences ■ Use more complex capitalization with increasing accuracy, such as in abbreviations and with quotation marks in split dialogue ■ Consistently use periods, exclamation marks, and question marks as end marks in a conventional way ■ Use commas correctly to separate an introductory clause or items in a series, or to set off a person's name in direct address ■ Make purposeful choices for punctuation to reveal the intended meaning ■ Spell a large number of high-frequency words (about 1,000 to 3,000), a wide range of plurals, and base words with inflectional endings and reflect spelling in final drafts ■ Spell a full range of contractions, plurals, possessives, and compound words ■ Use difficult homophones correctly: e.g., *principle/principal, council/counsel* ■ Use word origin to assist in spelling and expanding writing vocabulary	W
	(pp. 637-645) 18. Recognize and use phrases and understand their functions in sentences. 19. Recognize and use clauses, and understand their functions in sentences. 20. Recognize and use sentences with various structures. 21. Use complete sentences and avoid common sentence problems in writing. 26. Understand the functions of capital letters and use capitalization correctly. 27. Understand the functions of marks of punctuation and use punctuation correctly.	Appendix

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Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	(pp. 311-323) ■ Use language to clearly state main ideas and supporting details ■ Use examples to make meaning clear ■ Use language to develop arguments and support with evidence ■ Use language to establish a point of view ■ Use linking words and phrases to connect opinion and reasons ■ Use language with efficiency while writing: e.g., trimming words, combining sentences ■ Choose the best words to fit the writer's purpose and meaning ■ Use range of descriptive words to enhance meaning ■ Use strong nouns and verbs ■ Use colorful modifiers and style as appropriate to audience and purpose ■ Use sophisticated connectives used mostly in written texts and some academic connectives that are used in the academic discipline and do not usually appear in oral language: e.g., *alternatively, consequently, despite, conversely, eventually, finally, in contrast, initially, likewise, nevertheless, nonetheless, previously, specifically, ultimately, whereas, whereby* ■ Identify redundant words, phrases, or sentences and remove if they do not serve a purpose or enhance the voice	W
	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 2. Recognize and use nouns. 3. Recognize and use pronouns. 4. Recognize and use adjectives. 5. Recognize and use verbs. 6. Recognize and use adverbs. 7. Recognize and use prepositions. 8. Recognize and use conjunctions. 9. Recognize and use interjections. 22. Recognize, understand the function of, and use simple connectives. 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	(pp. 157-160) ● Understand the meaning of words (Tier 2) that appear often in literature but go beyond oral vocabulary, many poetic or literary ● Understand the meaning of some words particular to a discipline (Tier 3), especially when used figuratively or in scientific argument ● Use contextual information to solve the meaning of new words ● Understand the writer's meaning when words are used in figures of speech or idioms ● Understand the connotative meaning of words and how they add to the overall meaning of a script or poem ● Rapidly and automatically use a range of strategies (e.g., syllables, morphology, base words and affixes, Greek and Latin word roots) for deriving the meaning of words ● Understand sophisticated connectives and some academic connectives	SR
	(pp. 311-323) ■ Learn new words from reading and try them out in writing ■ Use vocabulary appropriate for the topic ■ Where needed, use academic language in an appropriate way to write about topics in various disciplines ■ Use reference tools to check on spelling and meaning	W
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).	(pp. 393-397) ■ Understand the concept of analogies to determine relationships among words: e.g., synonyms, antonyms, homophones, object/use, part/whole, cause/effect, member/category, denotation/connotation ■ Recognize and discuss the fact that some words have literal and figurative meanings ■ Recognize and use prefixes, suffixes, and word roots that have Greek and Latin origins to understand word meaning: e.g., *incredible—in-* ("not"), Latin *cred* (believe) and *–ible* ("capable of"); *antibiotic—anti-* ("opposite" or "against"), Greek *bio* ("life"), and *-ic* ("related to") ■ Use a glossary or dictionary to solve and find information about words	PSWS
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	(pp. 637-645) 1. Recognize and use the eight parts of speech of the English language. 23. Recognize and use sophisticated connectives. 24. Recognize and use academic connectives. 25. Recognize and use the three forms of comparison with adjectives and adverbs.	Appendix

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Grade 8

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	(See grade 7)	IRA LD
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	(See grade 7)	SR
	(See grade 7)	WAR
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	(See grade 7)	GR

Craft and Structure

Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	(See grade 7)	IRA LD
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	(See grade 7)	SR
	(See grade 7)	WAR
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	(See grade 7)	GR

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Grade 8

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	(See grade 7)	IRA LD
8. (Not applicable to literature)	(See grade 7)	SR
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	(See grade 7)	WAR
	(See grade 7)	GR

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	(See grade 7)	IRA LD
	(See grade 7)	SR
	(See grade 7)	GR

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Grade 8

Key Ideas and Details

Standard	Behaviors and Understandings	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	(See grade 7)	IRA LD
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	(See grade 7)	SR
	(See grade 7)	WAR
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	(See grade 7)	GR

Craft and Structure

Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	(See grade 7)	IRA LD
	(See grade 7)	SR
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	(See grade 7)	WAR
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	(See grade 7)	GR

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Grade 8

Integration of Knowledge and Ideas

Standard	Behaviors and Understandings	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	(See grade 7)	IRA LD
	(See grade 7)	SR
	(See grade 7)	WAR
	(See grade 7)	GR

Range of Reading and Level of Text Complexity

Standard	Behaviors and Understandings	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	(See grade 7)	IRA LD
	(See grade 7)	SR
	(See grade 7)	GR

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Grade 8

Comprehension and Collaboration

Standard	Behaviors and Understandings	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	(See grade 7)	IRA LD
	(See grade 7)	OVC

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Standard	Behaviors and Understandings	
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	(See grade 7)	ovc

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Standard	Behaviors and Understandings	
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	(See grade 7)	WAR
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	(See grade 7)	W
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		

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Grade 8

Production and Distribution of Writing

Standard	Behaviors and Understandings	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(See grade 7)	WAR
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	(See grade 7)	W
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	(See grade 7)	TC

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Grade 8

Research to Build and Present Knowledge

Standard	Behaviors and Understandings	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	(See grade 7)	WAR
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	(See grade 7)	W
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	(See grade 7)	TC

Range of Writing

Standard	Behaviors and Understandings	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(See grade 7)	W

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Grade 8

Conventions of Standard English

Standard	Behaviors and Understandings	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	(See grade 7)	W
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	(See grade 7)	Appendix

Knowledge of Language

Standard	Behaviors and Understandings	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	(See grade 7)	W
	(See grade 7)	Appendix

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Standard	Behaviors and Understandings	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	(See grade 7)	SR
	(See grade 7)	W
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	(See grade 7)	PSWS
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	(See grade 7)	Appendix

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Fountas & Pinnell LITERACY™
ELEVATING TEACHER EXPERTISE

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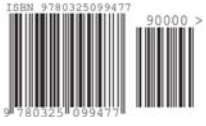
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