



DEPARTMENT OF
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Content Standards and Grade Level Expectations English

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2022

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DEPARTMENT OF
EDUCATION



Content Standards and Grade Level Expectations

English Program

2022

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SECRETARY'S MESSAGE

DEPARTMENT OF
EDUCATION



Secretary | Eliezer Ramos Parés, Esq. | ramos@de.pr.gov

ACADEMIC SERVICES CURRICULUM REVISION PROJECT

The Puerto Rico Department of Education (PRDE) directs its actions toward the pursuit of quality and equity in the learning of all our students. Our goal is to prepare them to compete on equal terms with other citizens of the world. The documents presented within this document, as a result of the curricular revision process of the Academic Services Area, contribute to achieve this goal. This is a rigorous, aligned, and enriched curriculum. The scope and sequence, at each grade level, is in accordance with the stages of human development of our students.

In this sense, teachers receive a set of tools to develop students' knowledge, skills, and attitudes in each subject, based on critical thinking, creative thinking, and attitudes for academic success. In addition, they allow a comprehensive training that strengthens learning linked to art, technology, health, and physical education considering an approach of equity and respect for students, their interests, aptitudes, and contexts.

Teachers, have a leading role in the holistic and integral development of students. Through standards and expectations, essential competencies, curriculum frameworks, curriculum maps or thematic outlines, and syllabus, you will fulfill this important mission. This will enable you to more effectively direct instructional planning and classroom action to achieve meaningful learning for their students.

We have worked to help each of our students achieve success in their academic and personal lives. I thank all those who participated in the focus groups and contributed with their knowledge, valuable experiences, and recommendations in the construction of the new tools. I am convinced that, with the support of the school community, the dedication of each teacher and the efforts of our students, we will be able to advance towards our goal in benefit of all the children and young people in our educational system.

Eliezer Ramos Parés, Esq.
Secretary

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INTRODUCTION

The Content Standards and Grade Level Expectations for the English Program are divided into five distinct standards: Listening/Speaking, Foundational Skills, Reading, Writing, and Language. Each standard consists of both expectations and grade level indicators. The expectations provide a broad sense of the skills that students are expected to master by the end of grade 12; while the grade level indicators provide additional specificity to identify what students are expected to master in their grade level.

The Content Standards and Grade Level Expectations for the English Program are organized by grade each including five standards organized in the following order: Listening/Speaking, Foundational Skills, Reading, Writing, and Language. The newly added standard of Foundational Skills emphasizes important skills that teachers must consider throughout all levels to provide students with a strong learning core in to accomplish fluency in reading and writing. In considering the organization and structure of the Content Standards in English, standards and expectations are used to represent the topics and skills to be addressed. Core competencies were added in bold lettering to emphasize the skills that are essential in reaching the Department of Education of Puerto Rico academic goals for the English Program. Media, Technology, and Cultural Awareness skills are embedded throughout all the standards at all grade levels, rather than treated in a separate section. This underscores the need to utilize technology and media that is required for all students in the 21st century.

In addition to defining general, cross-disciplinary literacy expectations for college and career readiness for students, these standards also provide a sharp vision of the academic rigor educators and parents in Puerto Rico should aim for in the education of Puerto Rico's children. These learning goals help ensure that students meet social, academic, college, and work expectations, are prepared to succeed in a global economy and society and are provided with rigorous content and application of higher knowledge thinking.

For the development of the Content Standards and Grade Level Expectations the Committee researched and used various documents, which were essential. The PRDE 2014 PRCS (Puerto Rico Core Standards), as well as the California English Language Development Standards (CA-ELDs), Florida B.E.S.T Standards, World Class Instructional Design and Assessment (WIDA) English Language Development standards, among other language learning, teaching, and assessment reference documents served as key resources to support the 2022 development of the Content Standards and Grade Level Expectations in English. All documents and ideas were organized to provide rigor, clarity, and progression of content and skills across grade levels.

Vision

The English Program of the Department of Education of Puerto Rico aims to develop students who can communicate creatively, reflectively, and critically in the English language to maximize their opportunities and social mobility when facing a dynamic and constantly changing 21st century. The English program strives to empower the student with the necessary skills to face the transition from a school environment to being college and career ready. Every student should feel committed to their native language and Hispanic culture, simultaneously developing a powerful sense of solidarity, respect, and appreciation for other cultures.

Mission

The English Program aims to achieve students that can develop their reading, writing, language, oral and auditory communication abilities effectively in the English language. The program will foster the idea that proficiency in these essential communication skills will enable the student to successfully face the challenges of the 21st century. It will provide enriching, integrating and challenging educational experiences, which will mature into an appreciation and learning of the English language. The curriculum is centralized on developing necessary critical and creative thinking skills that take into consideration the expectations, opportunities and demands of the twenty-first century global world.

Goals

The English Program is directed towards the development of a student who can communicate effectively, both orally and in written in the English language.

Learning Focused Goals

For students to achieve learning in the English language it is necessary to:

- Understand what they hear.
- Express their ideas in formal and informal conversations with correct grammar, intonation, and pronunciation.
- Understand and interpret what they read for enjoyment of reading.
- Make use of English as a communication mechanism for different purposes framed in a variety of contexts.
- Write with clarity, precision, and correction.

Standards

Listening/Speaking (LS): Integrate information to evaluate and communicate with purpose.

The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.

Foundational Skills (FS): Comprehend text and print concepts.

The Foundational Skills Standard is aimed at fostering the student's understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention to these skills.

Reading (R): Text involvedness and the growth of comprehension

The Reading standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.

Writing (W): Text styles, responding to reading, and research

The Writing Standard develops the student's capacity and skills to plan, revise, edit and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.

Language (LA): Conventions, applicable and effective use, and vocabulary

The Language standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.

Legend: (Nomenclature)

Grade	Standard	Expectation	Indicator	Sub-Indicator
K	LS	1		
K	LS	1	1	
K	LS	1	1	a

(+) symbol that indicates advanced level content

KINDERGARTEN		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
K.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	K.LS.1.1	With guidance and support, listen to and interact with peers and teachers during read-alouds, social interactions, group activities, and informal oral presentations.
	K.LS.1.1a	Follow basic instructions and ask and answer routine questions appropriate to the topic.
	K.LS.1.1b	Listen and respond to simple commands and 2-step instructions and directions.
	K.LS.1.1c	Offer and respond to greetings/farewells using appropriate courtesy expressions.
	K.LS.1.1d	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movement, etc.
	K.LS.1.1e	Listen and respond to simple 5W and 1H questions.
K.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	K.LS.2.1	With guidance and support, engage in collaborative conversations and relate personal experience or story information by asking and answering simple yes/no, 5W, and 1H questions using gestures, words, and simple
K.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	K.LS.3.1	Use common verbal and nonverbal gestures, single words, and simple phrases when interacting with others, retelling texts, and recounting experiences.

KINDERGARTEN		
K.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	K.LS.4.1	React to conversations, texts, and oral presentations orally or using physical actions and other means of nonverbal communication to show comprehension (e.g., to express feelings, opinions, etc.).
K.LS.5	Provide, justify, and defend opinions or positions in speech.	
	K.LS.5.1	With guidance and support, offer opinions about a topic or text using simple single-word or short-phrase answers with respect and tolerance.
	K.LS.5.1a	Produce simple statements or beliefs using sentence starters or language models.
K.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	K.LS.6.1	Describe personal experiences and familiar topics using vocabulary and details appropriate to the situation and filling in gaps in oral English with first language.
K.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	K.LS.7.1	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, words, phrases, or vocabulary from a text. (e.g., integrating technological/digital resources)
	K.LS.7.1a	Retell simple events in a proper sequence, and describe familiar activities, topics, or objects in group, sharing activities and using gestures, key vocabulary, and simple phrases.
	K.LS.7.1b	Recite, memorize, or present, rhymes, poems, or songs.

KINDERGARTEN			
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.		
K.FS.1	Print concepts		
	K.FS.1.1	Demonstrate understanding of the organization and basic features of print.	
		K.FS.1.1a	Follow words from left to right, top to bottom, and page by page.
		K.FS.1.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
		K.FS.1.1c	Recognize that the alphabet consists of consonants and vowels.
		K.FS.1.1d	Understand that words are separated by spaces in print.
		K.FS.1.1e	Recognize and name all upper- and lowercase letters of the alphabet.
		K.FS.1.1f	Recognize that print conveys specific meaning and that pictures may support meaning.
K.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)		
	K.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		K.FS.2.1a	Recognize, generate, and produce rhyming words, including nonsense words.
		K.FS.2.1b	Identify syllables through actions (e.g., clapping).
		K.FS.2.1c	Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.

KINDERGARTEN			
		K.FS.2.1d	Count, pronounce, blend, and segment syllables in spoken words.
		K.FS.2.1e	Blend 2 and 3 phonemes to recognize words. Segment onsets and rimes (e.g., all, ap, op, ip, ug) of monosyllabic spoken words.
		K.FS.2.1f	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (short and long sound patterns). This does not include CVCs ending with /l/, /r/, or /x/.
		K.FS.2.1g	Add or substitute individual sounds (phonemes) with 3 phonemes in simple, monosyllabic words to make new words.
K.FS.3	Phonics and word recognition		
	K.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns.	
		K.FS.3.1a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant (e.g., a, m, t, p, o, n, c, d).
		K.FS.3.1b	Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels. Identify which letters represent the 5 major vowels (Aa, Ee, Ii, Oo, and Uu) and understand the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.
		K.FS.3.1c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) (50 or more).
		K.FS.3.1d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.FS.4	Fluency		
	K.FS.4.1	Read emergent reader texts with purpose and understanding.	

KINDERGARTEN			
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
K.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	K.R.1.1	With prompting and support, describe ideas, phenomena (e.g., parts of a plant), and textual elements (e.g., characters) based on understanding a variety of read-aloud texts or multimedia viewing.	
K.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	K.R.2.1	K.R.2.1L	Identify key details in a story read-aloud.
		K.R.2.1I	Identify key details of an informational text read-aloud.
K.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	K.R.3.1	K.R.3.1L	Use the 5W and 1H questions to identify setting, characters, events, ideas, or pieces of information in a literary text.
		K.R.3.1I	Use the 5W and 1H questions to identify individuals, events, ideas, or pieces of information in an informational text read-aloud.
K.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	K.R.4.1	K.R.4.1L	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.
		K.R.4.1I	Ask and answer questions or use illustrations to help determine or clarify the meaning of words in informational text.

KINDERGARTEN			
K.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	K.R.5.1	Recognize common types of texts (e.g., storybooks, story organization [beginning, middle, and end], poems). Identify the front cover, back cover, and title page of the book.	
	K.R.5.1a	Identify rhyme in a poem.	
K.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	K.R.6.1	K.R.6.1L	Name the author and illustrator of a story and define the role of each in telling the story.
		K.R.6.1I	Name the author and illustrator of an informational text and define the role of each in presenting the ideas or information.
K.R.7	Integrate and evaluate content presented in diverse media and formats.		
	K.R.7.1	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within a variety of texts (e.g., nursery rhymes, folktales, etc.) or when viewing multimedia resources.	
	K.R.7.1a	Use titles, headings, and illustrations to predict and confirm text topics.	
K.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	K.R.8.1	Begins in grade 1.	
K.R.9	Compare and contrast two or more authors' presentations of similar themes or topics.		
	K.R.9.1	K.R.9.1L	With prompting and support, identify the adventures and experiences of characters in familiar stories.
		K.R.9.1I	With prompting and support, identify basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures).
K.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	K.R.10.1	Actively engage in group read-alouds of nursery rhymes, folk tales, and developmentally appropriate poetry with purpose and understanding.	

KINDERGARTEN		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
K.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	K.W.1.1	Use a combination of drawing and labeling to express preferences and opinions (e.g., My favorite book is . . .).
K.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	K.W.2.1	Use a combination of drawing and labeling to compose short informational texts to describe what they are writing about and supply some information about the topic.
K.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	K.W.3.1	Use a combination of copying, drawing, and labeling to narrate a single event or several loosely linked events. Talk about the events in the order in which they occurred. Provide a reaction to what happened.
	K.W.3.1a	With guidance and support, express opinions about a topic or text with at least one supporting reason.
K.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	K.W.4.1	Brainstorm ideas for writing by drawing illustrations.
K.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	K.W.5.1	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
	K.W.5.1a	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio, or digital representations. At this grade level, the element should relate to the task. It does not require but can include the use of computers.

KINDERGARTEN			
K.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		
	K.W.6.1	Identify various sources that can be used to gather information (e.g., library books, magazines, the internet) or to answer questions (e.g., How do we find out?).	
K.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	K.W.7.1	Remember information about experiences or gather information from various sources (e.g., word walls, book talks, weather charts, routine tasks) to answer a question.	
K.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		
	K.W.8.1	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.	
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.		
K.LA.1	Demonstrate command of English grammar and usage conventions.		
	K.LA.1.1	Demonstrate command of English grammar and usage conventions when writing or speaking.	
		K.LA.1.1a	Print all upper- and lowercase letters (the alphabet).
		K.LA.1.1b	Use common nouns and present tense of basic verbs (e.g., I walk home.).
		K.LA.1.1c	Produce simple sentences, phrases, or words with basic structure that include adjectives (e.g., The dog is big.).
		K.LA.1.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how)
	K.LA.1.1e	Use the most frequently occurring prepositions (e.g., in, on, under).	
K.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.		
	K.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
		K.LA.2.1a	Capitalize the first word in the sentence and the pronoun I.
		K.LA.2.1b	Recognize and name end punctuation as a period.

KINDERGARTEN			
		K.LA.2.1c	Write a letter or letters for most consonant and short vowel sounds (phonemes).
		K.LA.2.1d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships with correct spelling and spacing.
		K.LA.2.1e	Consult reference materials, including picture dictionaries, as needed to check and correct spellings, finding words by the first letter.
K.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	K.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
K.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
	K.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrase-based on class reading and content area study, choosing flexibly from an array of strategies.	
	K.LA.4.1a	Use context clues and illustrations to identify the meaning of unfamiliar words, including compound words. wo	
K.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
	K.LA.5.1	Demonstrate understanding of word relationships and differences in word meanings.	
	K.LA.5.1a	Act out word meanings. Demonstrate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).	
	K.LA.5.1b	Recognize, sort, and classify common objects into basic categories (e.g., shapes, foods) to gain meaning. Relate vocabulary to background knowledge.	
	K.LA.5.1c	Make and explain connections between words and their usage including synonyms and antonyms (e.g., emotions: happy, sad, etc.; or family members: funny, old, etc.).	
K.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.		
	K.LA.6.1	Use words and phrases acquired through conversations or read-alouds or when responding to text.	

FIRST GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
1.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	1.LS.1.1	Listen to and interact with peers during social interactions; read-alouds; and class, group, and partner discussions.
	1.LS.1.1a	Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like . . .).
	1.LS.1.1b	Use gestures and expressions to demonstrate engagement and understanding in a socially appropriate manner.
	1.LS.1.1c	Listen and respond to simple commands and instructions or directions with 3 or more steps.
	1.LS.1.1d	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movements, etc.
	1.LS.1.1e	Recognize and respond to greetings/farewells and courtesy expressions in routine and familiar settings.
	1.LS.1.1f	Listen and respond to simple 5W and 1H questions.
1.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	1.LS.2.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions about stories and personal experience with increasingly elaborated responses, transitioning from one- or two-word responses to phrases and simple sentences.
	1.LS.2.1a	Respond orally to closed- and open-ended questions.

FIRST GRADE			
1.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.		
	1.LS.3.1	Exchange common social greetings, retell texts, and recount experiences using complete sentences.	
		1.LS.3.1a	Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings).
		1.LS.3.1b	Expand sentences to provide details (e.g., Who? What? When?) about a familiar or new activity or process.
1.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	1.LS.4.1	Respond orally to conversations, read-alouds, texts, and oral presentations using a growing number of general, academic, and content-specific words and relying less on physical actions or other means of nonverbal communication.	
1.LS.5	Provide, justify, and defend opinions or positions in speech.		
	1.LS.5.1	With guidance and support, express opinions using an expanded set of learned phrases and recalling textual evidence or relevant background knowledge.	
		1.LS.5.1a	Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompts).
1.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	1.LS.6.1	Describe personal experiences using new vocabulary and details about familiar topics appropriate to the situation.	
		1.LS.6.1a	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
	1.LS.7.1	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, objects, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).	
		1.LS.7.1a	Retell literary (familiar stories) or informational texts using newly acquired vocabulary and details appropriate to the situation.
		1.LS.7.1b	Recite, memorize, or present rhymes, poems, or songs.

FIRST GRADE		
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
1.FS.1	Print concepts	
	1.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	1.FS.1.1a	Follow words from left to right, top to bottom, and page by page.
	1.FS.1.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
	1.FS.1.1c	Recognize that the alphabet consists of consonants and vowels.
	1.FS.1.1d	Understand that words are separated by spaces in print.
	1.FS.1.1e	Recognize and name all upper- and lowercase letters of the alphabet.
	1.FS.1.1f	Recognize that print conveys specific meaning and that pictures may support meaning.
	1.FS.1.1g	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	1.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	1.FS.2.1a	Recognize and match rhyming words, including nonsense words.
	1.FS.2.1b	Identify syllables through actions (e.g., clapping).
	1.FS.2.1c	Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.
	1.FS.2.1d	Distinguish long from short vowel sounds in spoken monosyllabic words.

FIRST GRADE		
		1.FS.2.1e Count and orally produce monosyllabic words by blending sounds (phonemes), including consonant blends.
		1.FS.2.1f Isolate and pronounce initial, medial vowel, and final sounds (3 to 5 phonemes) in spoken monosyllabic (consonant-vowel-consonant or CVC, and variants) words.
		1.FS.2.1g Blend 2 and 3 phonemes to recognize words. Segment onsets and rimes (e.g., all, ap, op, ip, ug) of monosyllabic spoken words.
		1.FS.2.1h Add or substitute individual sounds (phonemes) with 3 phonemes in simple monosyllabic words to make new words.
		1.FS.2.1i Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
1.FS.3	Phonics and word recognition	
	1.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
		1.FS.3.1a Understand the spelling-sound correspondences for common consonant digraphs.
		1.FS.3.1b Decode regularly spelled monosyllabic words.
		1.FS.3.1c Understand final -e and common vowel team conventions for representing long vowel sounds.
		1.FS.3.1d Determine the number of syllables in a printed word using the knowledge that every syllable must have a vowel sound.
		1.FS.3.1e Decode two- to three-syllable words following basic patterns by breaking the words into syllables.
		1.FS.3.1f Read words with inflectional endings.
		1.FS.3.1g Recognize and read grade-appropriate irregularly spelled words.
	1.FS.3.1h Read common (50–100) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
1.FS.4	Fluency	

FIRST GRADE		
	1.FS.4.1	With guidance and support, read with sufficient accuracy and fluency to support comprehension.
	1.FS.4.1 a	Read on-level texts with purpose and understanding.
	1.FS.4.1b	Read on-level texts orally with accuracy and appropriate rate and expression on successive readings.
	1.FS.4.1 c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>		
<p>Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.</p>		
1.R.1.1	With prompting and support, make predictions, describe ideas, phenomena (e.g., how butterflies eat), textual elements (e.g., setting, characters), and key details based on understanding a variety of grade-level and read-aloud texts or multimedia resources.	
<p>Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.</p>		
1.R.2.1	1.R.2.1L	Retell familiar stories, including the main idea and key details at grade level.
	1.R.2.1La	Identify the main idea and key details of a literary text at grade level.
	1.R.2.1I	Identify the main topic and key details of an informational text read aloud.

FIRST GRADE			
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
1.R.3.1	1.R.3.1L	With prompting and support, describe characters, settings, and major events in a story or from a read-aloud using key details.	
	1.R.3.1I	With prompting and support, describe individuals, events, ideas, or pieces of information in an informational text or from a read aloud.	
Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.			
1.R.4.1	1.R.4.1L	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.	
	1.R.4.1La	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
	1.R.4.1I	Ask and answer questions or use illustrations to help determine or clarify the meaning of words in an informational text.	
1.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	1.R.5.1	Recognize common types of texts (e.g., storybooks, story organization [beginning, middle, and end], poems, newspapers, magazines). Identify the front cover, back cover, and title page of a book.	
		1.R.5.1a	Identify the differences between literary and informational texts.
		1.R.5.1b	Identify rhyme in a poem.

FIRST GRADE			
1.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	1.R.6.1	1.R.6.1L	Identify who is narrating the story: the author or the character.
		1.R.6.1I	Distinguish information provided by illustrations (e.g., captions, charts, diagrams, graphs) in a text.
1.R.7	Integrate and evaluate content presented in diverse media and formats.		
	1.R.7.1	Use illustrations (picture cues) to identify or describe story details and categorize similarities and differences between characters and details within a variety of grade level texts (e.g., nursery rhymes, folktales, etc.) or when viewing multimedia resources.	
		1.R.7.1a	Use titles, headings, and illustrations to predict and confirm text topics.
1.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	1.R.8.1	With prompting and support, identify the reasons an author gives to support points in a text.	
1.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	1.R.9.1	1.R.9.1L	Describe the adventures and experiences of characters in familiar stories.
		1.R.9.1I	Describe basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures).
1.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	1.R.10.1	Read literary texts (e.g., folktale, realistic fiction, animal fantasy, legends, fairytales, poetry) and informational (e.g., science or social science articles) with purpose and understanding.	

FIRST GRADE		
The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.		
Write arguments to support point of view using valid reasoning and relevant evidence.		
1.W.1.1	Write simple sentences (subject + verb) using high-frequency words and illustrations to express opinions and feelings or describe a picture, person, or object.	
Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
1.W.2.1	With increasing independence, use a combination of simple sentences (subject + verb), copying, and drawing to compose short informational texts using high-frequency words collaboratively with a teacher or peers.	
Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.		
1.W.3.1	With increasing independence, use a combination of simple sentences (subject + verb), copying, and drawing to compose short literary texts collaboratively with a teacher or peers.	
	1.W.3.1a	With guidance and support, express opinions about a topic or text with at least one supporting reason.
Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).		
1.W.4.1	With guidance and support, brainstorm ideas, and use feedback on a topic (e.g., additional texts, drawings, visual displays, labels) to strengthen writing.	
Use technology, including the internet, to interact and collaborate with others and produce and publish writing.		
1.W.5.1	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	1.W.5.1a	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representations. At this grade level, the multimedia element should relate to the task.

FIRST GRADE		
1.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	1.W.6.1	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).
	1.W.6.1a	Participate in shared research and writing projects (e.g., explore several how-to books on a given topic and use them to write a sequence of instructions).
1.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	1.W.7.1	Use experiences to gather information from a variety of sources (e.g., word walls, book talks, weather charts, routine tasks) to answer a question.
1.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	1.W.8.1	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
1.LA.1	Demonstrate command of English grammar and usage conventions.	
	1.LA.1.1	Demonstrate command of English grammar and usage conventions when writing or speaking.
	1.LA.1.1a	Print all upper- and lowercase letters.
	1.LA.1.1b	Use common and proper nouns.
	1.LA.1.1c	Form singular and plural nouns that agree with verbs in basic sentences (e.g., He hops. / We hop.).
	1.LA.1.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	1.LA.1.1e	Form and use the past tense of frequently occurring regular verbs (e.g., want/wanted, play/played).
	1.LA.1.1f	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.).

FIRST GRADE		
	1.LA.1.1g	Use frequently occurring adjectives.
	1LA.1.1h	Use the most frequently occurring prepositions (e.g., in, on, under, in front, behind, next to).
	1.LA.1.1i	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	1.LA.1.1j	Produce and expand complete simple sentences.
1.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	1.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	1.LA.2.1a	Capitalize the first word in a sentence, dates, and names of people.
	1.LA.2.1b	Use a period for end punctuation of sentences.
	1.LA.2.1c	Write a letter or letters for short and long vowel sounds (phonemes).
	1.LA.2.1d	Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., said = /s/ /e/ /d/).
	1.LA.2.1e	Consult reference materials, including picture and standard dictionaries, as needed to check and correct spelling.
1.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	
	1.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	1.LA.3.1a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).

FIRST GRADE		
1.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	1.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.
	1.LA.4.1a	Use context clues and illustrations to identify the meaning of unfamiliar words including compound words.
	1.LA.4.1b	Add prefixes to words and determine new meaning (e.g., happy/unhappy, view/review).
	1.LA.4.1c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	1.LA.4.1d	Use basic phonemic awareness strategies to decode words.
1.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	1.LA.5.1	Demonstrate understanding of word relationships and differences in word meanings.
	1.LA.5.1a	Recognize, sort, and categorize words (e.g., colors, clothing) to show comprehension. 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).
	1.LA.5.1b	Make and apply connections between words and their usage including synonyms and antonyms (e.g., big park, small room).
	1.LA.5.1.c	Act out word meanings. Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).
1.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	1.LA.6.1	Use words and phrases acquired through conversations and read-alouds.

SECOND GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
2.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	2.LS.1.1	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	2.LS.1.1a	Listen and respond to simple 5W and 1H questions.
	2.LS.1.1b	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
	2.LS.1.1c	Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.
	2.LS.1.1d	Listen and respond to simple and increasingly complex instructions, commands, and directions.
	2.LS.1.1e	Offer and respond to greetings/farewells using appropriate courtesy expressions.
	2.LS.1.1f	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movements, etc.
2.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	2.LS.2.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions using complete sentences and demonstrating confidence about personal experience and texts.
	2.LS.2.1a	Respond orally to closed- and open-ended questions.

SECOND GRADE			
2.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.		
	2.LS.3.1	Exchange common social and more formal greetings, retell texts, and recount experiences using increasingly detailed complete sentences.	
		2.LS.3.1a	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires).
		2.LS.3.1b	Expand sentences to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and sometimes independently.
2.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	2.LS.4.1	Retell conversations and summarize fictional and informational texts. Respond to stories, read-alouds, and presentations orally using a growing number of general, academic, and content-specific words.	
2.LS.5	Provide, justify, and defend opinions or positions in speech.		
	2.LS.5.1	Offer and support opinions by providing good reasons and increasingly detailed examples from experience and texts.	
		2.LS.5.1a	Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompts) with increasing independence.
2.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	2.LS.6.1	Describe personal experiences using extended vocabulary with a growing number of nouns, noun phrases, adjectives, and verbs to provide details appropriate to the situation.	
2.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
	2.LS.7.1	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).	
		2.LS.7.1a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general, academic, and domain-specific words to add detail while speaking.
		2.LS.7.1b	Recite, memorize, or present more complex rhymes, poems, or songs.

SECOND GRADE			
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.		
2.FS.1	Print concepts		
	2.FS.1.1	Demonstrate understanding of the organization and basic features of print.	
		2.FS.1.1a	Follow words from left to right, top to bottom, and page by page.
		2.FS.1.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
		2.FS.1.1c	Recognize that the alphabet consists of consonants and vowels.
		2.FS.1.1d	Understand that words are separated by spaces in print.
		2.FS.1.1e	Recognize and name all upper- and lowercase letters of the alphabet.
		2.FS.1.1f	Recognize that print conveys specific meaning and that pictures may support meaning.
		2.FS.1.1g	Apply the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)		
	2.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		2.FS.2.1a	Recognize, match, and produce rhyming words, including nonsense words.
		2.FS.2.1b	Identify syllables through actions (e.g., clapping).
		2.FS.2.1c	Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.

SECOND GRADE		
		2.FS.2.1d Distinguish long from short vowel sounds in spoken monosyllabic words.
		2.FS.2.1e Orally produce monosyllabic words by blending sounds (phonemes), including consonant blends.
		2.FS.2.1f Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
		2.FS.2.1g Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
2.FS.3	Phonics and word recognition	
	2.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
	2.FS.3.1a	Distinguish long and short vowels when reading regularly spelled monosyllabic words.
	2.FS.3.1b	Understand spelling-sound correspondences for additional common vowel teams.
	2.FS.3.1c	Decode regularly spelled two three-syllable words with long vowels.
	2.FS.3.1d	Decode two- to three-syllable words following basic patterns by breaking the words into syllables.
	2.FS.3.1e	Decode words with common prefixes and suffixes.
	2.FS.3.1f	Identify words with inconsistent but common spelling-sound correspondences.
	2.FS.3.1g	Recognize and read grade-appropriate irregularly spelled words.
	2.FS.3.1h	Read (100–150) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
2.FS.4	Fluency	
	2.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.
	2.FS.4.1a	Read on-level texts with purpose and understanding.
	2.FS.4.1b	Accurately read on-level texts orally with appropriate rate and expression on successive readings.

SECOND GRADE			
		2.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
2.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	2.R.1.1	With prompting and support, make predictions, describe ideas, phenomena (e.g., erosion), and textual elements (e.g., central message, character traits) using greater detail based on understanding a variety of grade-level and read-aloud texts or multimedia resources.	
		2.R.1.1a	Distinguish fact vs. opinion.
		2.R.1.1b	Distinguish fiction vs. nonfiction.
		2.R.1.1c	Identify facts/details that support main idea(s) from the texts.
2.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	2.R.2.1	2.R.2.1L	Identify main idea or lesson and summarize supporting details of the story.
		2.R.2.1I	Identify the main topic and summarize key details of an informational text.
2.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	2.R.3.1	2.R.3.1L	Describe how characters in a story respond to major events and challenges.
		2.R.3.1I	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.
2.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		

SECOND GRADE			
	2.R.4.1	2.R.4.1L	Ask and answer questions about unknown words in a literary text or use illustrations to help determine or clarify the meaning of words and phrases in a literary text.
		2.R.4.1La	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		2.R.4.1I	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.
2.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	2.R.5.1	Describe the major differences between literary and informational texts.	
2.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	2.R.6.1	2.R.6.1L	Identify who is telling the story at various points in a text.
		2.R.6.1I	Distinguish information provided by illustrations (e.g., captions, charts, diagrams, graphs) in a text.
2.R.7	Integrate and evaluate content presented in diverse media and formats.		
	2.R.7.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
		2.R.7.1a	Use titles, headings, and illustrations to predict and confirm text topics.
		2.R.7.1b	Use illustrations (picture cues) to identify story details and categorize similarities and differences between characters and details within texts.
2.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	2.R.8.1	With prompting and support, identify the reasons an author gives to support points in a text.	
2.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	2.R.9.1	2.R.9.1L	Compare and contrast the adventures and experiences of characters in familiar stories.
		2.R.9.1I	Compare and contrast basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures).
2.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	2.R.10.1	Read literary texts (e.g., folktale, realistic fiction, animal fantasy, legends, fairytales, poetry) and informational (e.g., science or social science articles) with purpose and understanding.	

SECOND GRADE		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
2.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	2.W.1.1	Write to express feelings, familiar topics, experiences and to describe a picture. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)
2.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	2.W.2.1	Work independently and collaborate with peers to draw and write informational texts. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in short paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)
2.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	2.W.3.1	Collaborate with peers to draw and write literary texts. Use grade-level appropriate high-frequency words (e.g., sight words list) to write simple sentences (subject + verb + object) in short paragraphs of 3–5 sentences. (Include 4 or more words per sentence.)
2.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	2.W.4.1	With guidance and support, brainstorm ideas for writing on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.
2.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	2.W.5.1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SECOND GRADE			
		2.W.5.1a	Use a multimedia element to enhance a written task. Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representations. At this grade level, the multimedia element should relate to the task.
2.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		
	2.W.6.1	Participate in shared research and writing projects (e.g., record science observations or read several books on a single topic to produce a report).	
		2.W.6.1a	Participate in shared research and writing projects (e.g., explore several how-to books on a given topic and use them to write a sequence of instructions).
2.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	2.W.7.1	Gather information from a variety of sources (literary and informational) to draw evidence from grade-level texts to support answers to questions in writing.	
2.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		
	2.W.8.1	Recall information to answer a question about a single topic.	
		2.W.8.1a	With guidance and support, use a combination of drawing, dictating, invented and creative writing, and/or labeling a picture with a few words following a prompt.

SECOND GRADE		
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
2.LA.1	Demonstrate command of English grammar and usage conventions.	
	2.LA.1.1	Demonstrate command of English grammar and usage conventions when writing or speaking.
	2.LA.1.1a	Use common and proper nouns.
	2.LA.1.1b	Use collective nouns (e.g., group) and possessive nouns.
	2.LA.1.1c	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	2.LA.1.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	2.LA.1.1e	Form and use the past tense of frequently occurring regular verbs (e.g., want/wanted, play/played).
	2.LA.1.1f	Use adjectives and adverbs to choose between them depending on what is to be modified.
	2.LA.1.1g	Use the most frequently occurring prepositions (e.g., in, on, under, in front, behind, next to).
	2.LA.1.1h	Use personal, possessive, and indefinite pronouns (e.g., I/me/my, they/them/their, anyone/everything).
	2.LA.1.1i	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	2.LA.1.1j	Use articles (e.g., the, an, etc.) and demonstrative adjectives (e.g., this, that, etc.) appropriately.
2.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	2.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	2.LA.2.1a	Capitalize holidays, product names, and geographic names.
	2.LA.2.1b	Use punctuation for declarative, imperative, interrogative, and exclamatory sentences.

SECOND GRADE			
		2.LA.2.1c	Write a letter or letters for short and long vowel sounds (phonemes).
		2.LA.2.1d	Generalize learned spelling patterns (word families) when writing words (e.g., at: mat/cat/sat, ake: cake/bake/make).
		2.LA.2.1e	Use commas in dates and to separate single words in a series.
		2.LA.2.1f	Use conventional spelling for basic sight words with common spelling patterns and for frequently occurring irregular words (e.g., said = /s/ /e/ /d/).
		2.LA.2.1g	Use conventional spelling for grade-appropriate words with common spelling patterns and for some irregular words.
		2.LA.2.1h	Consult reference materials, including dictionaries, to check and correct spelling as needed.
2.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	2.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		2.LA.3.1a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
		2.LA.3.1b	With support, apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly.
2.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
	2.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.	
		2.LA.4.1a	Use illustrations, predictions, and context clues to help identify the meaning of a word or phrase.
		2.LA.4.1b	Determine the meaning of the new word that is formed when a prefix is added to a known word (e.g., happy/unhappy, tell/retell).
		2.LA.4.1c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks/looked/looking).
		2.LA.4.1d	Use the root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional)
		2.LA.4.1e	Use compound words to derive meaning.

SECOND GRADE		
2.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	2.LA.5.1	Recognize word relationships and differences in word meanings.
	2.LA.5.1a	Identify real-life connections between words and their usage (e.g., describe foods that are spicy or juicy).
	2.LA.5.1b	Distinguish slight differences of meaning between 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.
	2.LA.5.1c	Relate word meanings through similar words (synonyms) or opposites (antonyms).
2.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	2.LA.6.1	Use words and phrases acquired through conversations, reading, and being read to. Respond to texts using adjectives and connecting words (e.g., the conjunctions “like” and “because”).

THIRD GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
3.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	3.LS.1.1	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	3.LS.1.1a	Listen and respond to simple 5W and 1H questions.
	3.LS.1.1b	Ask and answer detailed questions that stimulate conversation. Refer to details from the text as the basis for opinions and conclusions. Use appropriate language structure according to purpose and setting (formal and informal).
	3.LS.1.1c	Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.
	3.LS.1.1d	Listen and respond to increasingly complex commands and directions.
	3.LS.1.1e	Offer and respond to greetings/farewells using appropriate courtesy expressions.
	3.LS.1.1f	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movements, etc.
3.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	3.LS.2.1	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
	3.LS.2.1a	Respond orally to closed- and open-ended questions.
	3.LS.2.1b	Listen and respond to simple instructions.

THIRD GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
3.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	3.LS.1.1	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	3.LS.1.1a	Listen and respond to simple 5W and 1H questions.
	3.LS.1.1b	Ask and answer detailed questions that stimulate conversation. Refer to details from the text as the basis for opinions and conclusions. Use appropriate language structure according to purpose and setting (formal and informal).
	3.LS.1.1c	Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.
	3.LS.1.1d	Listen and respond to increasingly complex commands and directions.
	3.LS.1.1e	Offer and respond to greetings/farewells using appropriate courtesy expressions.
	3.LS.1.1f	Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movements, etc.
3.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	3.LS.2.1	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
	3.LS.2.1a	Respond orally to closed- and open-ended questions.
	3.LS.2.1b	Listen and respond to simple instructions.

THIRD GRADE			
3.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.		
	3.LS.3.1	Use and apply common social greetings, retell texts, and recount experiences using increasingly detailed complete sentences.	
		3.LS.3.1a	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.
		3.LS.3.1b	Expand sentences to provide details. (e.g., They worked quietly. / They ran across the soccer field.) in shared language activities.
3.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	3.LS.4.1	Explain fictional and Informational texts, conversations, read-alouds, and presentations. Use complete sentences and key words to add detail while speaking. Use expanded vocabulary and descriptive words.	
3.LS.5	Provide, justify, and defend opinions or positions in speech.		
	3.LS.5.1	Share and reinforce ideas and opinions by providing good reasoning and detailed text evidence and/or relevant background knowledge on the subject matter.	
		3.LS.5.1a	Explain and interpret statements, opinions, or arguments with increasing independence using language models or sentence starters (prompts).
		3.LS.5.1b	Plan and deliver an informational/explanatory presentation that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
3.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	3.LS.6.1	Describe personal experiences or ideas from a fictional or informational text, choosing appropriate language according to purpose, context, and audience and using grade-appropriate grammar.	
3.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		

THIRD GRADE			
	3.LS.7.1	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, digital resources, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).	
	3.LS.7.1a	Retell and summarize familiar stories or short informational texts and recount experiences using complete sentences, reflecting a logical sequence, key words, and a growing number of academic and content-specific words to add important details or establish the main idea. Use visual displays, digital resources, or illustrations.	
	3.LS.7.1b	Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience using general content-specific words.	
Foundational Skills		The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
3.FS.1	Print concepts		
	3.FS.1.1	Demonstrate understanding of the organization and basic features of print.	
	3.FS.1.1a	Apply the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
	3.FS.1.1b	Recognize relevant information from multiple print and digital sources.	
3.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)		
	3.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
	3.FS.2.1a	Recognize, generate, and produce rhyming words, including nonsense words.	
	3.FS.2.1b	Identify syllables through actions (e.g., clapping).	

THIRD GRADE			
3.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)		
		3.FS.2.1c	Manipulate sounds and words in shared, guided, and independent activities, such as singing, chanting, or participating in finger plays.
		3.FS.2.1d	Orally produce monosyllabic words by blending sounds (phonemes), including consonant blends.
		3.FS.2.1e	Distinguish long from short vowel sounds in spoken monosyllabic words.
		3.FS.2.1f	With support and prompting, isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
		3.FS.2.1g	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
3.FS.3	Phonics and word recognition		
	3.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.	
		3.FS.3.1a	Identify and understand the meaning of the most common prefixes and derivational suffixes.
		3.FS.3.1b	Decode words with common Latin suffixes and prefixes.
		3.FS.3.1c	Decode multisyllabic words.
		3.FS.3.1d	Read grade-appropriate irregularly spelled words.
		3.FS.3.1e	Recognize and read grade-appropriate regularly spelled words.
		3.FS.3.1f	Read (100–150) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
3.FS.4	Fluency		
	3.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.	
		3.FS.4.1a	Read on-level texts with purpose and understanding.
		3.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
		3.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THIRD GRADE			
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
3.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	3.R.1.1	Use in-depth critical reading of a variety of relevant texts or viewing of multimedia resources to describe ideas, phenomena, cultural identities, and literary elements in the texts.	
		3.R.1.1a	Ask and answer questions (Who?, What?, Where?, When?, Why?, How?) to demonstrate understanding of key details in a text.
		3.R.1.1b	Distinguish fact vs. opinion.
		3.R.1.1c	Distinguish fiction vs. nonfiction.
		3.R.1.1d	Identify facts/details that support main idea(s) from the texts.
3.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	3.R.2.1	3.R.2.1L	Recount stories, including fables or folktales from diverse cultures, and determine the main idea, lesson, or moral and the supporting details.
		3.R.2.1I	Identify the main topic and summarize key details of an informational text.
		3.R.2.1Ia	Identify the main topic of a multi-paragraph informational text and the focus of specific paragraphs within the text.
3.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	3.R.3.1	3.R.3.1L	Explain how characters in a story respond to major events and challenges.
		3.R.3.1I	Explain the connection between a series of historical events, scientific ideas, concepts, or technical procedures in an informational text.

THIRD GRADE			
3.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	3.R.4.1	3.R.4.1L	Determine the meaning of unknown words and phrases, and/or use illustrations to help clarify its meaning in a literary text.
		3.R.4.1La	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning to a story, poem, or song.
		3.R.4.1I	Determine the meaning of unknown words, concepts, and phrases and/or use illustrations to help clarify their meaning in an informational text.
3.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	3.R.5.1	3.R.5.1L	Understand and use various text features (e.g., headings, tables of contents, glossaries, digital menus, icons) to locate key facts or information in a literary text. Describe how the beginning introduces the story and the ending concludes the action (story organization: beginning, middle, and end).
		3.R.5.1I	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.
3.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	3.R.6.1	3.R.6.1L	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
		3.R.6.1I	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.
3.R.7	Integrate and evaluate content presented in diverse media and formats.		
	3.R.7.1	3.R.7.1L	Evaluate information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.
		3.R.7.1I	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.

THIRD GRADE			
3.R.8	Delineate and evaluate an author’s argument through evidence specified in a text.		
	3.R.8.1	Describe how reasons support specific points the author makes in a text, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
3.R.9	Compare and contrast 2 or more authors’ presentations of similar themes or topics.		
	3.R.9.1	3.R.9.1L	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors, from different cultures, or from different time periods.
		3.R.9.1I	Compare and contrast basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures).
3.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	3.R.10.1	Read and comprehend narratives, stories, biographies, autobiographies, realistic fiction, and other types of passages of appropriate complexity.	
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.		
3.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.		
	3.W.1.1	Offer and support ideas, feelings, opinions on familiar topics, experiences, or grade-appropriate texts, providing textual evidence or adding relevant background knowledge on the subject matter in paragraphs of 4 or more sentences. (Include 4 or more words per sentence.)	
3.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
	3.W.2.1	Write informational texts (e.g., how-to books, simple reports) and answer open-ended questions with increasing independence and organize key ideas and details in paragraphs of 4 or more sentences. (Include 4 or more words per sentence.)	

THIRD GRADE		
3.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	3.W.3.1	Write literary texts (stories, poems) and answer open-ended questions with increasing independence using appropriate text organization, transitional words, and other cohesive devices to better organize writing in paragraphs of 4 or more sentences. (Include 4 or more words per sentence.)
3.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	3.W.4.1	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
3.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	3.W.5.1	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	3.W.5.1a	With guidance and support from adults, use technology to produce and publish writing (e.g., use the internet to gather information or a word processor to generate and collaborate on writing).
	3.W.5.1b	Develop keyboarding skills.
3.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	3.W.6	
	3.W.6.1	As part of a writing project, participate in collaborative research on a given topic (e.g., how-to books) and use this to write a sequence of instructions.
3.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	3.W.7.1	Analyze information from literary and informational texts and digital resources to draw evidence needed to answer a question in writing.
3.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	3.W.8.1	Write routinely over short periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks and purposes.
	3.W.8.1a	Conduct research to gather information that answers a question about a single topic and audience.
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	

THIRD GRADE			
3.LA.1	Demonstrate command of English grammar and usage conventions.		
	3.LA.1.1	Demonstrate command of English grammar and usage conventions when writing or speaking.	
		3.LA.1.1a	Use nouns, verbs, adjectives, and adverbs in increasingly complex grammatically correct sentences.
		3.LA.1.1b	Form and use regular plural nouns.
		3.LA.1.1c	Form and use irregular plural nouns.
		3.LA.1.1d	Use an apostrophe to form contractions and frequently occurring possessives.
		3.LA.1.1e	Form and apply regular and irregular verbs.
		3.LA.1.1f	Form and apply the simple present, past, and future verb tenses (e.g., I walk. / I walked. / I will walk.).
		3.LA.1.1g	Form and apply the appropriate comparative and superlative adjectives (e.g., good, better, best) to modify a noun.
		3.LA.1.1h	Combine two simple sentences to make a compound sentence by adding "and," "but," or "because."
		3.LA.1.1i	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.).
		3.LA.1.1j	Use frequently occurring prepositions (e.g., during, beyond, toward).
3.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.		
	3.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
		3.LA.2.1a	Capitalize appropriate words in titles.
		3.LA.2.1b	Use punctuation for declarative, imperative, interrogative, and exclamatory sentences.
		3.LA.2.1c	Use commas in writing.
		3.LA.2.1d	Use commas in greetings and closings of letters. Use quotation marks in dialogue.
		3.LA.2.1e	Form and use possessives.

THIRD GRADE			
		3.LA.2.1f	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		3.LA.2.1g	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words.
		3.LA.2.1h	Consult reference materials, including dictionaries, as needed to find words alphabetically and to check and correct spelling.
3.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	3.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		3.LA.3.1a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
		3.LA.3.1b	With support, apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly.
3.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
	3.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.	
		3.LA.4.1a	Identify new meanings for familiar words and apply them accurately (e.g., knowing that a duck is a bird and learning the verb “to duck”).
		3.LA.4.1b	Use context clues to help determine the meaning of a word or phrase.
		3.LA.4.1c	Use the most frequently occurring suffixes (e.g., -s, -ed, -ing, -ful, -less) as clues to the meaning of an unknown word.
		3.LA.4.1d	Determine the meaning of the new word that is formed when a prefix is added to a known word (e.g., happy/unhappy, tell/retell).
		3.LA.4.1e	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks/looked/looking).
		3.LA.4.1f	Use knowledge of the meaning of individual words to determine the meaning of compound words (e.g., birdhouse/lighthouse/housefly, bookshelf/notebook/bookmark).

THIRD GRADE			
		3.LA.4.1g	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
	3.LA.5.1	Identify figurative language, word relationships, and differences in word meanings.	
		3.LA.5.1a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., to take steps).
		3.LA.5.1b	Identify real-life connections between words and their usage (e.g., describe people who are friendly or helpful).
		3.LA.5.1c	Distinguish meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny).
3.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.		
	3.LA.6.1	Accurately use basic conversational, general, academic, and content area words and phrases.	

FOURTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
4.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	4.LS.1.1	Listen to and interact with peers during social interactions; read-alouds (fiction and nonfiction texts); oral presentations; and class, group, and partner discussions.
	4.LS.1.1a	React to or answer the 5W and 1H questions in formal and informal discussions using a physical or verbal response.
	4.LS.1.1b	Ask and answer detailed questions that stimulate conversation. Refer to details from the text as the basis for opinions and conclusions. Use appropriate language structure according to purpose and setting (formal and informal).
	4.LS.1.1c	Listen attentively and express appropriate reasoning using personal experience and some textual evidence.
	4.LS.1.1d	Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.
	4.LS.1.1e	Listen and respond to simple/complex instructions and directions.
	4.LS.1.1f	Listen and respond to a variety of narrative and informational texts during read-alouds.
4.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	4.LS.2.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
4.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	4.LS.3.1	Respond orally to closed- and open-ended questions.

FOURTH GRADE			
		4.LS.3.1a	Demonstrate formal greetings, retell texts, and recount experiences using increasingly detailed complete sentences.
		4.LS.3.1b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.
		4.LS.3.1c	Determine appropriate responses to provide details in shared language activities.
		4.LS.3.1d	Expand sentences to provide details about a familiar or new activity, process, or academic concept.
4.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	4.LS.4.1	Explain fictional and informational texts, conversations, read-alouds, presentations, and experiences using a growing number of general, academic, and content-specific words to create precision and differences in meaning.	
4.LS.5	Provide, justify, and defend opinions or positions in speech.		
	4.LS.5.1	Negotiate with or persuade others in conversations using grade-appropriate vocabulary and open responses to provide counterarguments.	
		4.LS.5.1a	Elaborate statements, opinions, or arguments with increasing independence using language models or sentence starters (prompts).
		4.LS.5.1b	Plan and deliver an informational/explanatory presentation that organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
4.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	4.LS.6.1	Paraphrase personal experiences and academic concepts, adjusting language choices according to purpose, context, and audience using grade-appropriate grammar.	
4.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		

FOURTH GRADE		
	4.LS.7.1	Plan and deliver brief oral presentations on a variety of familiar topics using illustrations, digital resources, words, phrases, or vocabulary from a text (e.g., integrating print or technological/digital resources).
	4.LS.7.1a	Retell, explain, and summarize texts and recount experiences using complete sentences, reflecting a logical sequence, key words, and a growing number of academic and content-specific words in order to communicate with increasing precision. Use visual displays, digital resources, or illustrations.
	4.LS.7.1b	Retell a story, explain a science process, report on a current event, analyze a poem, or recount a memorable experience using general content-specific words.
Foundational Skills		The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.
4.FS.1	Print concepts	
	4.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	4.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	4.FS.1.1b	Cite or paraphrase data and conclusions from other sources avoiding plagiarism.
	4.FS.1.1c	Provide basic reference information of source(s).
4.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	

FOURTH GRADE		
	4.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		4.FS.2.1a Orally produce monosyllabic and multisyllabic words by accurately blending sounds.
		4.FS.2.1b Accurately segment monosyllabic and multisyllabic words.
		4.FS.2.1c Manipulate sounds and words in shared, guided, and independent activities, such as singing, read-alouds, or chants.
		4.FS.2.1d Distinguish long from short vowel sounds in spoken monosyllabic words.
		4.FS.2.1e Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
		4.FS.2.1f Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
		4.FS.2.1g Decode monosyllabic and multisyllabic words as appropriate to the student’s communication modality.
4.FS.3	Phonics and word recognition	
	4.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
		4.FS.3.1a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., base words, roots, and affixes) to accurately read unfamiliar multisyllabic words in and out of context.
		4.FS.3.1b Decode multisyllabic words.
		4.FS.3.1c Read grade-appropriate irregularly spelled words.
		4.FS.3.1d Recognize and read grade-appropriate regularly spelled words.
		4.FS.3.1e Read (150–200) high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

FOURTH GRADE			
4.FS.4	Fluency		
	4.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.	
		4.FS.4.1a	Read on-level texts with purpose and understanding.
		4.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
		4.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>		
4.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	4.R.1.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identities, genres, and literary elements by predicting, making inferences and conclusions.	
		4.R.1.1a	Distinguish fact vs. opinion.
		4.R.1.1b	Distinguish fiction vs. nonfiction.
		4.R.1.1c	Identify facts/details that support main idea(s) from the texts.
		4.R.1.1d	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

FOURTH GRADE			
4.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	4.R.2.1	4.R.2.1L	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.
		4.R.2.1I	Determine the main idea of an informational text. Recount the key details and explain how they support the main idea.
		4.R.2.1a	Retell key details of a multi-paragraph informational text and determine the main topic and the focus of specific paragraphs within the text.
4.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	4.R.3.1	4.R.3.1L	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
		4.R.3.1La	Use the 5W and 1H questions to identify characters, settings, and major events in a story or read-aloud.
		4.R.3.1I	Describe the relationship among a series of historical events, scientific concepts, or technical procedures in an informational text using language that pertains to time, sequence, and cause/effect.
		4.R.3.1a	Use the 5W and 1H questions to identify individuals, events, relevant ideas, or pieces of informational text.
4.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	4.R.4.1	4.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from figurative language.
		4.R.4.1La	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning to a story, poem, or song.
		4.R.4.1I	Determine the meaning of general, academic, and content-specific words and phrases in an informational text.
		4.R.4.1a	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.

FOURTH GRADE			
4.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	4.R.5.1	4.R.5.1L	Refer to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. Describe how each successive part builds on earlier sections.
		4.R.5.1I	Explain how text features and search tools (e.g., key words, sidebars, hyperlinks) help to efficiently locate information relevant to a given topic in informational texts.
4.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	4.R.6.1	4.R.6.1L	Distinguish one's own point of view from the author, narrator, or characters in a literary text.
		4.R.6.1I	Distinguish one's own point of view from that of the author of an informational text.
4.R.7	Integrate and evaluate content presented in diverse media and formats.		
	4.R.7.1	4.R.7.1L	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).
		4.R.7.1I	Use information acquired from the illustrations (e.g., maps, photographs) and words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	4.R.8.1	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
4.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	4.R.9.1	4.R.9.1L	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., from a book series).
		4.R.9.1I	Compare and contrast the most important points and key details presented in two informational texts on the same topic.
4.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	4.R.10.1	Read and comprehend historical fiction, timelines, poetry, and other types of passages of appropriate complexity.	

FOURTH GRADE		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
4.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	4.W.1.1	Share and support ideas, attitudes, and opinions, providing concise reasoning about an event, experience, or reading using textual evidence or adding relevant background knowledge on the subject matter in paragraphs of 5 or more sentences. (Include 4 or more words per sentence.)
	4.W.1.1a	Balance statements with modal verbal expressions that show mood or uncertainty (e.g., can, could, would, should, will, etc.).
4.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	4.W.2.1	Write formal and informal letters with correct form and accurate punctuation, including greeting, body, and closing in paragraphs of 5 or more sentences. (Include 4 or more words per sentence.)
4.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	4.W.3.1	Write to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, transitional words, and other cohesive devices in paragraphs of 5 or more sentences. (Include 4 or more words per sentence.)
4.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	4.W.4.1	Develop and strengthen writing as needed by planning, revising, and editing. Apply appropriate sentence structure and word order.
	4.W.4.1a	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
	4.W.4.1b	Use digital tools to produce and publish writing individually or with peers.

FOURTH GRADE			
4.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.		
	4.W.5.1	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
		4.W.5.1a	With guidance and support from adults, use technology to produce and publish writing (e.g., use the internet to gather information or a word processor to generate and collaborate on writing).
		4.W.5.1b	Develop keyboarding skills.
4.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		
	4.W.6.1	Conduct or participate in shared research and writing projects (e.g., record science observations or read several books on a single topic to produce a report).	
4.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	4.W.7.1	Identify details from literary and informational texts in writing to support understanding and reflection.	
4.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		
	4.W.8.1	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.	
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.		
4.LA.1	Demonstrate command of English grammar and usage conventions.		
	4.LA.1.1	Demonstrate command of English grammar and usage when writing (e.g., using various sentence types, such as compound, complex, and simple).	
		4.LA.1.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
		4.LA.1.1b	Form and use homophones.
		4.LA.1.1c	Form and use the progressive verb tenses (e.g., I was walking. / I am walking. / I will be walking.).

FOURTH GRADE		
		4.LA.1.1d Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
		4.LA.1.1e Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”).
		4.LA.1.1f Apply appropriate adverbs to modify verbs.
		4.LA.1.1g Form and use prepositional phrases.
		4.LA.1.1h Produce simple, compound, and complex sentences.
		4.LA.1.1i Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
		4.LA.1.1j Correctly use frequently confused words/homonyms (e.g., to/too/two, there/their).
		4.LA.1.1k Use abstract nouns to convey ideas, emotions, or feelings (e.g., freedom, happiness).
		4.LA.1.1l Form and use comparative adjectives and verbs (fast, faster, fastest).
4.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	4.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
		4.LA.2.1a Use correct capitalization.
		4.LA.2.1b Use commas and quotation marks to indicate direct speech and quotations from a text.
		4.LA.2.1c Spell grade-appropriate words correctly, consulting references as needed.
		4.LA.2.1d Consult reference materials, including dictionaries, as needed to find words alphabetically and to check and correct spelling.
4.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	
	4.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		4.LA.3.1a Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).
		4.LA.3.1b With support, apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly.

FOURTH GRADE		
	4.LA.3.1c	Compare formal and informal English usage.
4.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	4.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing from a variety of strategies, including context clues, illustrations, etc.
	4.LA.4.1a	Use sentence-level context as a clue to the meaning of a word or phrase.
	4.LA.4.1b	Determine the meaning of the new word that is formed when a prefix or suffix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
	4.LA.4.1c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., joy/joyful).
	4.LA.4.1d	Use both digital and print beginning dictionaries and thesauri to determine or clarify the precise meaning of key words and phrases.
4.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	4.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	4.LA.5.1a	Explain the meanings of simple similes and metaphors (e.g., as pretty as a picture) in context.
	4.LA.5.1b	Distinguish meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
4.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	4.LA.6.1	Accurately use grade-appropriate general, academic, and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and those that are key words of a particular topic (e.g., “wildlife,” “conservation,” and “endangered” when discussing animal preservation).

FIFTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
5.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	5.LS.1.1	Listen to and interact with peers during group participation and oral presentations.
	5.LS.1.1a	Listen attentively, stay focused, ask/answer detailed questions, and express appropriate reasoning about personal experiences and texts. Use complete sentences and correct grammar to express opinions or clarify positions.
	5.LS.1.1b	Interact in a socially appropriate manner.
	5.LS.1.1c	Listen to, memorize, and respond to complex instructions, expressing self and using complete sentences.
	5.LS.1.1d	Listen and respond to a variety of literary and informational texts during read-alouds to identify and understand the main idea and details in texts.
5.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	5.LS.2.1	Contribute to class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.
5.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	5.LS.3.1	Answer and formulate closed- and open-ended questions in formal and informal discussions.
	5.LS.3.1a	Express self using correct simple and compound sentences.
	5.LS.3.1b	Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.

FIFTH GRADE		
5.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	5.LS.4.1	Use appropriate academic vocabulary, including homonyms, synonyms, and grammatically correct language, to discuss experiences and texts.
5.LS.5	Provide, justify, and defend opinions or positions in speech.	
	5.LS.5.1	Negotiate with or persuade others in conversations using grade-appropriate vocabulary and open responses to provide counterarguments.
5.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	5.LS.6.1	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary according to the task and audience.
5.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	5.LS.7.1	Plan and deliver oral presentations on a variety of topics and content areas using details and evidence to support ideas (e.g., integrating print or technological/digital resources).
	5.LS.7.1a	Paraphrase texts and recount experiences using complete sentences, key words, and a growing number of general, academic, and content-specific words in order to communicate with increasing precision.
	5.LS.7.1b	Explain a report on a current event or recount a memorable experience with increasing sophistication.
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	

FIFTH GRADE		
5.FS.1	Print concepts	
	5.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	5.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	5.FS.1.1b	Cite or paraphrase data and conclusions from other sources avoiding plagiarism.
	5.FS.1.1c	Provide basic reference information of source(s).
5.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	5.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	5.FS.2.1a	Orally produce monosyllabic and multisyllabic words by accurately blending sounds.
	5.FS.2.1b	Accurately segment monosyllabic and multisyllabic words.
	5.FS.2.1c	Decode monosyllabic and multisyllabic words as appropriate to the student's communication modality.
	5.FS.2.1d	Manipulate sounds and words in shared, guided, and independent activities, such as singing, read-alouds, or chants.
	5.FS.2.1e	Distinguish long from short vowel sounds in spoken monosyllabic words.
	5.FS.2.1f	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
	5.FS.2.1g	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
5.FS.3	Phonics and word recognition	
	5.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode short and long sound patterns and their variants both in isolation and in text.
	5.FS.3.1a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., base words, roots, and affixes) to accurately read unfamiliar multisyllabic words in and out of context.

FIFTH GRADE			
5.FS.4	Fluency		
		Read with sufficient accuracy and fluency to support comprehension.	
		5.FS.4.1a	Read on-level texts with purpose and understanding.
		5.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
		5.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>		
5.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	5.R.1.1	Use in-depth critical reading of a variety of relevant texts and genres and viewing of multimedia resources (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identities, and relationships and to express inferences and conclusions, quoting accurately from a text.	
		5.R.1.1a	Explicitly refer to details in a text when explaining what the text says and when drawing inferences from the text.
		5.R.1.1b	Distinguish fact vs. opinion.
		5.R.1.1c	Distinguish fiction vs. nonfiction.
		5.R.1.1d	Identify facts/details that support main idea(s) from the texts.
5.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	5.R.2.1	5.R.2.1L	Determine a theme from a story, drama, or poem from details in the text. Summarize the text.
		5.R.2.1I	Determine the main idea of an informational text and explain how it is supported by key details. Summarize the text.

FIFTH GRADE			
5.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	5.R.3.1	5.R.3.1L	Describe a character, setting, or event from a story or drama in depth, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
		5.R.3.1I	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.
5.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	5.R.4.1	5.R.4.1L	Recognize and explain the meaning of words and phrases in context and distinguish literal from figurative language.
		5.R.4.1La	Determine the meaning of words and phrases as they are used in a literary text, including connotative and figurative meanings.
		5.R.4.1I	Determine the meaning of general, academic, and content-specific words or phrases in an informational text and analyze how specific word choices shape meaning or tone.
5.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	5.R.5.1	5.R.5.1L	Identify and explain major differences between poetry, drama, and prose. Refer to the structural elements of poetry (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a literary text.
		5.R.5.1La	Identify and explain how text features determine meaning in a literary text.
		5.R.5.1I	Explain how the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in an informational text relate to each other and to the whole.
5.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	5.R.6.1	5.R.6.1L	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

FIFTH GRADE			
		5.R.6.1I	Compare and contrast the same event or topic in different informational texts. Describe the differences and focus on the information provided.
5.R.7	Integrate and evaluate content presented in diverse media and formats.		
	5.R.7.1	5.R.7.1L	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.
		5.R.7.1I	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the informational text in which it appears.
5.R.8	Delineate and evaluate an author’s argument through evidence specified in a text.		
	5.R.8.1	Identify how an author uses reasons and evidence to support particular points in a text, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
5.R.9	Compare and contrast 2 or more authors’ presentations of similar themes or topics.		
	5.R.9.1	5.R.9.1L	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.
		5.R.9.1I	Integrate information from 2 informational texts on the same topic in order to write or speak about the subject knowledgeably.
5.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	5.R.10.1	Read and comprehend literature from Puerto Rico and other cultures (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.		

FIFTH GRADE			
5.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.		
	5.W.1.1	Support opinions or persuade others by expressing appropriate/accurate reasoning and using some textual evidence or relevant background knowledge on the content in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)	
		5.W.1.1a	Balance statements with modal verbal expressions that show mood or uncertainty (e.g., can, could, would, should, will, etc.).
5.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.		
	5.W.2.1	Write longer informational texts to examine a topic and convey ideas collaboratively and with increasing independence using appropriate text organization in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)	
5.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.		
	5.W.3.1	Write descriptive paragraphs to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
		5.W.3.1a	Use transitional words and other cohesive devices to better organize writing in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)
5.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).		
	5.W.4.1	Develop and strengthen writing as needed by planning, revising, and editing. Apply appropriate sentence structure and word order.	
		5.W.4.1a	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
		5.W.4.1b	Use digital tools to produce and publish writing individually or with peers.
5.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.		
	5.W.5.1	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
5.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		

FIFTH GRADE			
	5.W.6.1	With increasing independence, conduct short research projects that build knowledge on a topic.	
	5.W.6.1a	Using multiple sources, participate in or conduct research to gather information that answers a question about a single topic.	
5.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	5.W.7.1	Draw evidence from literary and informational texts to reflect understanding and research in writing.	
5.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		
	5.W.8.1	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.	
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.		
5.LA.1	Demonstrate command of English grammar and usage conventions.		
	5.LA.1.1	Demonstrate command of English grammar and usage conventions when writing or speaking.	
	5.LA.1.1a	Use and explain the function of prepositions correctly in general and specific sentences.	
	5.LA.1.1b	Form and appropriately use the perfect verb tenses (e.g., I had walked. / I have walked. / I will have walked.).	
	5.LA.1.1c	Apply appropriate verb tenses to convey various times, sequences, states, and conditions. Use linking and helping verbs.	
	5.LA.1.1d	Apply knowledge of subject-verb agreement to write and speak effectively.	
	5.LA.1.1e	Correct inappropriate shifts in verb tense.	
	5.LA.1.1f	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).	
	5.LA.1.1g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
	5.LA.1.1h	Form and use homophones.	

FIFTH GRADE			
5.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.		
	5.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
		5.LA.2.1a	Use correct punctuation.
		5.LA.2.1b	Spell words correctly, consulting reference materials such as dictionaries as needed.
5.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	5.LA.3.1	Demonstrate knowledge of correct language usage when writing, speaking, or reading.	
		5.LA.3.1a	Choose words and phrases to convey ideas precisely.
		5.LA.3.1b	Choose appropriate punctuation.
5.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
	5.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.	
		5.LA.4.1a	Use context clues and other strategies to help determine word meaning.
		5.LA.4.1b	Use common Greek and Latin affixes and other etymologies to help determine the meaning of a word (e.g., telegraph/photograph/autograph).
		5.LA.4.1c	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
	5.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
		5.LA.5.1a	Analyze and use figurative language, including similes and metaphors, appropriately.
		5.LA.5.1b	Recognize and explain common idioms, sayings, and proverbs.
		5.LA.5.1c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		5.LA.5.1d	Apply coordinating conjunctions (e.g., and, but, for, nor, or, so) to illustrate subtle differences in meaning.

FIFTH GRADE		
5.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	5.LA.6.1	Acquire and accurately use grade-appropriate general, academic, and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarity, moreover, in addition).

SIXTH GRADE			
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.		
6.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.		
	6.LS.1.1	Listen to and interact with peers during group discussions or participation, and oral presentations.	
		6.LS.1.1a	Listen attentively, stay focused, ask/answer detailed closed- and open-ended questions, express appropriate reasoning, and begin to express opinions or clarify positions using complete sentences and correct grammar.
		6.LS.1.1b	Interact in a socially appropriate manner.
		6.LS.1.1c	Listen to, analyze, and respond to complex instructions, expressing self and using complete sentences.
		6.LS.1.1d	Listen and respond to a variety of literary and informational texts during read-alouds to comprehend and identify the main topic, details, and literary elements (character, setting, etc.) (e.g., integrating print or technological/digital resources).
6.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.		
	6.LS.2.1	Contribute to class, group, and partner discussions by taking turns, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	
6.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.		
	6.LS.3.1	Answer and formulate closed- and open-ended questions in both formal and informal discussions.	
		6.LS.3.1a	Express self using correct simple, compound, and complex sentences.

SIXTH GRADE			
		6.LS.3.1b	Expand and enrich sentences to provide details about a familiar or new activity, process, or academic concept.
6.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	6.LS.4.1	Use appropriate vocabulary in context, including homonyms, homographs, synonyms, and antonyms, and grammatically correct language to discuss experiences and texts with precision and detail.	
6.LS.5	Provide, justify, and defend opinions or positions in speech.		
	6.LS.5.1	Negotiate with or persuade others in conversations using grade-appropriate vocabulary and open responses to provide and support counterarguments.	
6.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	6.LS.6.1	Describe and explain experiences, ideas, and concepts using appropriate grammar and vocabulary, adjusting language choices according to the purpose, task, and audience.	
6.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
	6.LS.7.1	Plan and deliver oral presentations on a variety of topics and content areas using details and evidence to support ideas (e.g., integrating print or technological/digital resources).	
		6.LS.7.1a	Retell texts and recount experiences using complete sentences, key words, and a growing number of general, academic, and content-specific words in order to communicate with increasing precision.
		6.LS.7.1b	Analyze and respond to a poem or work of art and compare 2 or more current events.
Foundational Skills		The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	

SIXTH GRADE		
6.FS.1	Print concepts	
	6.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	6.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	6.FS.1.1b	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	6.FS.1.1c	Provide basic reference information of source(s) applying required MLA and APA student format.
6.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	6.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	6.FS.2.1a	Orally produce monosyllabic and multisyllabic words by accurately blending sounds.
	6.FS.2.1b	Accurately segment monosyllabic and multisyllabic words.
	6.FS.2.1c	Decode monosyllabic and multisyllabic words as appropriate to the student's communication modality.
	6.FS.2.1d	Manipulate sounds and words in shared, guided, and independent activities, such as singing, read-alouds, or chants.
	6.FS.2.1e	Distinguish long from short vowel sounds in spoken monosyllabic words.
	6.FS.2.1f	Segment spoken monosyllabic words into their complete sequence of individual sounds (phonemes).
	6.FS.2.1g	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken monosyllabic words.
6.FS.3	Phonics and word recognition	
	6.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	6.FS.3.1a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., base words, roots, and affixes) to accurately read unfamiliar multisyllabic words in and out of context.
	6.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all grade-level letter-sound correspondences and syllabication patterns.

SIXTH GRADE		
6.FS.4	Fluency	
	6.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.
	6.FS.4.1a	Read on-level texts with purpose and understanding.
	6.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
	6.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>	
6.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.	
	6.R.1.1	Use in-depth critical reading of a variety of relevant texts and genres and viewing of multimedia resources (when accessible) to explain and evaluate main ideas, phenomena, processes, cultural identities, and relationships and to express inferences and conclusions, quoting accurately from a text.
	6.R.1.1a	Distinguish fact vs. opinion.
	6.R.1.1b	Distinguish fiction vs. nonfiction.
	6.R.1.1c	Identify facts/details that support main idea(s) from the texts.

SIXTH GRADE			
6.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	6.R.2.1	6.R.2.1L	Determine a theme from 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.
		6.R.2.1I	Determine the main idea(s) of an informational text to analyze or evaluate how they are supported by key details. Summarize the text.
6.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	6.R.3.1	6.R.3.1L	Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
		6.R.3.1I	Explain the relationships or interactions between 2 or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	6.R.4.1	6.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text, including figurative language.
		6.R.4.1I	Determine the meaning of academic and content-specific words and phrases in an informational text and analyze how specific word choices shape meaning or tone.
6.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	6.R.5.1	6.R.5.1L	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		6.R.5.1I	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 2 or more informational texts.
6.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	6.R.6.1	6.R.6.1L	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.
		6.R.6.1I	Analyze the same event or topic from different informational text sources, noting similarities and differences in the point of view they represent.

SIXTH GRADE			
6.R.7	Integrate and evaluate content presented in diverse media and formats.		
	6.R.7.1	6.R.7.1L	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
		6.R.7.1I	Distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.
6.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	6.R.8.1	Explain how an author uses reasons and evidence to support particular points in a text, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
6.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	6.R.9.1	6.R.9.1L	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
		6.R.9.1I	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.
6.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	6.R.10.1	Read and comprehend literature from Puerto Rico and other cultures (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	

SIXTH GRADE		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
6.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	6.W.1.1	Justify opinions or persuade others by expressing appropriate/accurate reasoning and using some textual evidence or relevant background knowledge on the content in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)
	6.W.1.1a	Support claim(s) with clear reasoning and relevant evidence.
	6.W.1.1b	Use reliable sources to demonstrate understanding of the topic or text.
6.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	6.W.2.1	Write informational texts to examine a topic and convey ideas with increasing independence using paragraphs of 5 or more sentences, using proper text organization, grammar structure, and spelling. (Include 5 or more words per sentence.)
	6.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	6.W.2.1b	Use appropriate transitions to clarify relationships among ideas and concepts.
	6.W.2.1c	Provide a clear concluding statement that restates the topic or thesis.
6.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	6.W.3.1	Write literary texts with descriptive and narrative paragraphs to develop real or imagined experiences or events using effective technique, details, and structure.
	6.W.3.1a	Use transitional words or phrases, conjunctions, and other cohesive devices to better organize and increase the length of writing in paragraphs of 5 or more sentences. (Include 5 or more words per sentence.)

SIXTH GRADE		
6.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	6.W.4.1	Develop and strengthen writing as needed by planning, revising, and editing. Apply appropriate sentence structure and word order.
6.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	6.W.5.1	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
6.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	6.W.6.1	With increasing independence and using multiple sources, conduct short research projects that build knowledge on a topic.
	6.W.6.1a	Using multiple sources, participate in or conduct research to gather information that answers questions about a single topic.
	6.W.6.1b	Recall relevant information from experiences or gather relevant information from print and digital sources.
6.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	6.W.7.1	Draw evidence from literary or informational texts to support analysis, reflection, and research in writing.
6.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	6.W.8.1	Write routinely over extended periods of time (time for research, reflection, and revision) and shorter periods of time (a single sitting or 1–2 days) for a variety of discipline-specific tasks, purposes, and audiences.

SIXTH GRADE		
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
6.LA.1	Demonstrate command of English grammar and usage conventions.	
	6.LA.1.1	Demonstrate command of English grammar and usage when writing (e.g., using various sentence types, such as compound, complex, and simple).
	6.LA.1.1a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	6.LA.1.1b	Use pronouns (including intensive pronouns) correctly and ensure that they are in the proper case (subjective, objective, possessive).
	6.LA.1.1c	Correctly use and explain the function of prepositions in general and in sentences.
	6.LA.1.1d	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
	6.LA.1.1e	Form and appropriately use the perfect verb tenses (e.g., I had walked. / I have walked. / I will have walked.).
	6.LA.1.1f	Apply appropriate verb tenses to convey various times, sequences, states, and conditions. Use linking and helping verbs.
	6.LA.1.1g	Apply knowledge of subject-verb agreement to write and speak effectively.
	6.LA.1.1h	Correct inappropriate shifts in verb tense.
	6.LA.1.1i	Form and use homophones.
6.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	6.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	6.LA.2.1a	Correctly apply comma rules in all situations.
	6.LA.2.1b	Correctly spell grade-appropriate words, consulting references as needed.

SIXTH GRADE		
6.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	
	6.LA.3.1	Demonstrate knowledge of correct language usage when writing, speaking, or reading.
	6.LA.3.1a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	6.LA.3.1b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
6.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	6.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.
	6.LA.4.1a	Use context clues and other strategies to help determine the meaning of a word or phrase.
	6.LA.4.1b	Use common Greek or Latin affixes and roots to help determine the meaning of a word (e.g., -able: affordable/sociable/disposable).
	6.LA.4.1c	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	6.LA.4.1d	Check predicted word meanings through context or using a dictionary.
6.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	6.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	6.LA.5.1a	Appropriately identify, interpret, and integrate figurative language, including personification, similes, and metaphors, into writing and speaking.
	6.LA.5.1b	Recognize, explain, analyze, and apply common idioms, sayings, and proverbs.
	6.LA.5.1c	Apply synonyms, antonyms, and homographs appropriately to demonstrate meaning.
	6.LA.5.1d	Apply words that signal contrast (e.g., addition, however, although, nevertheless, similarly, moreover, in addition) to provide subtle differences in meaning.
6.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	6.LA.6.1	Acquire and accurately use developmentally appropriate academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SEVENTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
7.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	7.LS.1.1	Listen to and collaborate with peers during social and academic interactions in class, group, and partner discussions; read-alouds; oral presentations; and a variety of grade-appropriate topics.
	7.LS.1.1a	Ask relevant questions, add relevant information, and paraphrase key ideas.
	7.LS.1.1b	Take turns and show consideration by concurring with others in discussions.
	7.LS.1.1c	Listen and respond during a read-aloud from a variety of fiction and nonfiction texts, showing comprehension, generalizing, relating to character and setting, and making connections from personal experience.
	7.LS.1.1d	Listen to, respond to, and analyze complex instructions and statements.
7.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	7.LS.2.1	Contribute to class, group, and partner discussions by taking turns, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas from read texts or presentations/discussions/performances.
7.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	7.LS.3.1	Formulate and answer closed- and open-ended questions.
	7.LS.3.1a	Memorize, analyze, and follow increasingly complex instructions and directions.
	7.LS.3.1b	Describe, explain, support, discuss, and synthesize information.

SEVENTH GRADE		
7.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	7.LS.4.1	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories and experiences with increasing precision and understanding of differences in meaning.
7.LS.5	Provide, justify, and defend opinions or positions in speech.	
	7.LS.5.1	Reach an agreement or persuade others in conversations using learned phrases and creative or original responses.
7.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	7.LS.6.1	Describe, explain, and evaluate text, self, and real-world experiences. Express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
	7.LS.6.1a	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
	7.LS.6.1b	Adjust language choices according to purpose, task, and audience.
7.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	7.LS.7.1	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas (e.g., integrating print or technological/digital resources).

SEVENTH GRADE		
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
7.FS.1	Print concepts	
	7.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	7.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	7.FS.1.1b	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	7.FS.1.1c	Provide reference information of source(s) applying required MLA and APA student format.
7.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	7.FS.2.1	Refer to previous grades as needed to reinforce these skills.
7.FS.3	Phonics and word recognition	
	7.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	7.FS.3.1a	Use a combined knowledge of strategies to decode grade-level monosyllabic and multisyllabic words.
	7.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
	7.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
	7.FS.3.1d	Process encoding sounds through letters (s,r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.

SEVENTH GRADE			
7.FS.4	Fluency		
	7.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.	
		7.FS.4.1a	Read on-level texts with purpose and understanding.
		7.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
		7.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>		
7.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	7.R.1.1	Read a variety of grade-level texts and view a variety multimedia resources (when available) to explain ideas, facts, events, cultural identities, genres, and processes, supplying textual evidence and connections/relationships to support analyses, predictions, inferences and conclusions drawn from the text.	
		7.R.1.1a	Distinguish fact vs. opinion.
		7.R.1.1b	Distinguish fiction vs. nonfiction.
		7.R.1.1c	Identify facts/details that support main idea(s) from the texts.

SEVENTH GRADE			
7.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	7.R.2.1	7.R.2.1L	Determine a theme or main idea of a literary text and how it is conveyed through particular details.
		7.R.2.1La	Provide a summary of the text without personal opinions or judgments.
		7.R.2.1I	Determine a main idea of an informational text and how it is conveyed through details. Provide a summary of the text without personal opinions or judgments.
7.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	7.R.3.1	7.R.3.1L	Describe how the plot or setting of a particular story or drama unfolds in a series of episodes and how the characters respond or change as the plot moves toward a resolution.
		7.R.3.1La	Distinguish character traits (internal and external).
		7.R.3.1I	In detail, analyze how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).
		7.R.3.1Ia	Interpret cause and effect relationships.
7.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	7.R.4.1	7.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone.
		7.R.4.1I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.
7.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	7.R.5.1	7.R.5.1L	Analyze how a particular sentence, chapter, scene, or poem fits into the overall structure of a literary text and contributes to the development of the theme, setting, plot, and elements of poetry.

SEVENTH GRADE			
		7.R.5.1I	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the setting and ideas.
7.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	7.R.6.1	7.R.6.1L	Explain how an author develops the point of view of different characters, the narrator, or speaker in a literary text.
		7.R.6.1I	Determine an author's point of view or purpose in an informational text and explain how it is conveyed.
7.R.7	Integrate and evaluate content presented in diverse media and formats.		
	7.R.7.1	7.R.7.1L	Compare and contrast the experience of reading a story, drama, or poem with listening to or viewing an audio, video, or theatrical representation of a literary text. Contrast what the student sees and hears when reading the text with what the student perceives when listening or watching with English subtitles.
		7.R.7.1I	Integrate information presented in different media or formats (e.g., visually [pictures, videos, etc.] data, [text or relevant information according to picture(s) presented]) and in words to develop a coherent understanding of a topic or issue.
7.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	7.R.8.1	Search for and evaluate the argument and specific evidence in a text, distinguishing claims that are supported by reasons and evidence from claims that are not, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
7.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	7.R.9.1	7.R.9.1L	Compare and contrast literary 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.
		7.R.9.1I	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) in informational texts.
7.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	7.R.10.1	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	

SEVENTH GRADE		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
7.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	7.W.1.1	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics and current events in a composition of 3 or more paragraphs of 5 or more sentences each.
	7.W.1.1a	Express and clarify viewpoints and opinions. Take and defend positions.
	7.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.
	7.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.
7.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	7.W.2.1	Write informational texts to examine and analyze topics and convey ideas independently using appropriate text organization in a composition of 3 or more paragraphs of 5 or more sentences each.
	7.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	7.W.2.1b	Use appropriate transitions to clarify relationships among ideas and concepts.
	7.W.2.1c	Provide a clear concluding statement.
	7.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	

SEVENTH GRADE		
	7.W.3.1	Write short essays, and literary texts that develop real or imagined experiences or events using transitional words, phrases, conjunctions, and other cohesive devices that improve writing organization in paragraphs of 5 or more sentences each.
	7.W.3.1a	Use literary elements like narrative structure, theme, mood, plot, setting, or moral to organize and increase the length of writing.
7.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	7.W.4.1	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.
	7.W.4.1a	Focus on how well purpose and audience have been addressed, avoiding plagiarism, using citations, according to style guides (e.g., MLA and APA student format).
7.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	7.W.5.1	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
7.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	7.W.6.1	As part of a research project, write a report using several sources, building knowledge through the investigation of the different aspects of a topic.
	7.W.6.1a	Using multiple sources, participate in or conduct research to gather information that answers questions about a single topic.
	7.W.6.1b	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
	7.W.6.1c	Assess the credibility and accuracy of each source.
7.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	7.W.7.1	Draw evidence from literary or informational texts to support analysis, reflection, and research.
7.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	

SEVENTH GRADE		
	7.W.8.1	Write routinely for short and extended periods of time (e.g., time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
7.LA.1	Demonstrate command of English grammar and usage conventions.	
	7.LA.1.1	Demonstrate command of English grammar and usage conventions.
	7.LA.1.1a	Use pronouns (including intensive pronouns) correctly and ensure that they are in the proper case (subjective, objective, possessive).
	7.LA.1.1b	Apply appropriate verb tenses to convey various times, sequences, states, and conditions. Use linking and helping verbs.
	7.LA.1.1c	Apply knowledge of subject-verb agreement to write and speak effectively.
	7.LA.1.1d	Use conjunctions in writing and speech (e.g., and, but, for, nor, or, so).
	7.LA.1.1e	Explain the function of phrases and clauses and correctly apply them.
	7.LA.1.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	7.LA.1.1g	Choose among simple, compound, complex, and compound-complex sentences when speaking and writing.
7.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	7.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	7.LA.2.1a	Use punctuation to separate a series of adjectives (e.g., It was a fascinating, enjoyable movie.).
	7.LA.2.1b	Spell grade-appropriate words correctly consulting references as needed.

SEVENTH GRADE			
7.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	7.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		7.LA.3.1a	Choose language that expresses ideas clearly, recognizing subject-verb agreement and eliminating wordiness and redundancy.
7.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		
	7.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content, choosing flexibly from a variety of strategies.	
		7.LA.4.1a	Use context clues to help determine the meaning of a word or phrase.
		7.LA.4.1b	Use common Greek or Latin affixes and roots correctly (e.g., ex-, inter-, anti-, micro-).
		7.LA.4.1c	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
	7.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
		7.LA.5.1a	Correctly use synonyms, antonyms, and homographs appropriately to demonstrate meaning.
		7.LA.5.1b	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
		7.LA.5.1c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
7.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.		
	7.LA.6.1	Accurately use a variety of social, academic, content-specific, and content area words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

EIGHTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
8.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	8.LS.1.1	Listen and collaborate with peers during social interactions; read-alouds (fiction/nonfiction and literary/informational texts); oral presentations; and class, group, and partner discussions.
	8.LS.1.1a	Ask relevant questions that evoke elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keep the conversation on topic.
	8.LS.1.1b	Take turns and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
	8.LS.1.1c	Listen and respond during read-alouds from a variety of literary and informational texts to demonstrate comprehension; generalize; make connections with character, setting, plot, and solution; and identify tone and mood.
	8.LS.1.1d	Listen to, respond to, analyze, give, and discuss complex instructions, statements, and directions.
8.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	8.LS.2.1	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas.
	8.LS.2.1a	Ask probing relevant questions to expand discussions.
8.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	

EIGHTH GRADE		
	8.LS.3.1	Formulate and answer closed- and open-ended questions
	8.LS.3.1a	Memorize, analyze, and follow increasingly complex instructions and directions.
	8.LS.3.1b	Describe, explain, support, discuss, and synthesize information to express self.
8.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	8.LS.4.1	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and understanding of differences in meaning while speaking.
8.LS.5	Provide, justify, and defend opinions or positions in speech.	
	8.LS.5.1	Reach an agreement or persuade others to see the student's point of view during class/partner discussions or presentations/performances.
		8.LS.5.1a Use an expanded number of learned phrases and/or creative or original responses.
		8.LS.5.1b Express and defend opinions and subtle differences and viewpoints from peers, texts, and others.
8.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	8.LS.6.1	Describe, explain, and evaluate the text, self, and real-world experience.
		8.LS.6.1a Express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
		8.LS.6.1b Make predictions/inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
		8.LS.6.1c Adjust language choices according to purpose, task, and audience.
8.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	8.LS.7.1	Plan and deliver oral presentations on a variety of topics, citing specific textual evidence to support ideas (e.g., integrating technology or digital/print resources).

EIGHTH GRADE		
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
8.FS.1	Print concepts	
	8.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	8.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	8.FS.1.1b	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	8.FS.1.1c	Provide reference information of source(s) applying required MLA and APA student format.
8.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	8.FS.2.1	Refer to previous grades to reinforce these skills if necessary.
8.FS.3	Phonics and word recognition	
	8.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	8.FS.3.1a	Use a combined knowledge of strategies to decode grade-level monosyllabic and multisyllabic words.
	8.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
	8.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
	8.FS.3.1d	Process encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.

EIGHTH GRADE			
8.FS.4	Fluency		
	8.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.	
		8.FS.4.1a	Read on-level texts with purpose and understanding.
		8.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate expression and rate on successive readings.
		8.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>		
8.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	8.R.1.1	Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identities, genres, and text relationships, supplying textual evidence to support analyses and conclusions drawn from the text.	
		8.R.1.1a	Distinguish fact vs. opinion.
		8.R.1.1b	Distinguish fiction vs. nonfiction.
		8.R.1.1c	Identify facts/details that support main idea(s) from the texts.
8.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	8.R.2.1	8.R.2.1L	Determine a theme or main idea of a literary text and analyze its development over the course of the text. Provide an objective summary of the text.
		8.R.2.1I	Determine one or more main ideas in an informational text and analyze their development over the course of the text. Provide an objective summary of the text.

EIGHTH GRADE			
8.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	8.R.3.1	8.R.3.1L	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
		8.R.3.1La	Distinguish character traits (internal and external).
		8.R.3.1I	Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
		8.R.3.1Ia	Interpret cause and effect relationships.
8.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	8.R.4.1	8.R.4.1L	Determine the meaning of words and phrases as they are used in a literary 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.
		8.R.4.1I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings. Analyze the impact of a specific word choice on meaning and tone.
8.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	8.R.5.1	8.R.5.1L	Analyze how the structure of a drama or poem contributes to its meaning (e.g., soliloquy, sonnet).
		8.R.5.1I	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the development of the ideas and to the whole.
8.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	8.R.6.1	8.R.6.1L	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.
		8.R.6.1I	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.

EIGHTH GRADE			
8.R.7	Integrate and evaluate content presented in diverse media and formats.		
	8.R.7.1	8.R.7.1L	Compare and contrast a written story, drama, or poem with 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) using English subtitles.
		8.R.7.1I	Compare and contrast an informational 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.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	8.R.8.1		Identify and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities).
8.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	8.R.9.1	8.R.9.1L	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.
		8.R.9.1I	Analyze how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts.
8.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	8.R.10.1		Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.

EIGHTH GRADE		
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
8.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	8.W.1.1	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support in a composition of 4 or more paragraphs of 6 or more sentences each.
	8.W.1.1a	Express and clarify viewpoints and opinions. Take and defend positions.
	8.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.
	8.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.
8.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	8.W.2.1	Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content in 4 or more paragraphs of 6 or more sentences each.
	8.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	8.W.2.1b	Use appropriate transitions to clarify relationships among ideas and concepts.
	8.W.2.1c	Provide a clear concluding statement.
	8.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
8.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	8.W.3.1	Write literary texts using transitional words and other cohesive devices to better organize writing and develop real or imagined experiences or events in 4 or more paragraphs of 6 or more sentences each.

EIGHTH GRADE			
		8.W.3.1a	Use effective technique, relevant descriptive details, and well-structured event sequences.
8.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).		
	8.W.4.1	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.	
		8.W.4.1a	Focus on how well purpose and audience have been addressed, avoiding plagiarism, using citations, according to style guides (e.g., MLA and APA student format).
8.W.5	Use technology, including the internet, to interact and collaborate with others to produce and publish writing.		
	8.W.5.1	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
8.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.		
	8.W.6.1	Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate.	
		8.W.6.1a	Participate in or conduct research to gather information that answers questions about a single topic using multiple sources.
		8.W.6.1b	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
		8.W.6.1c	Assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others to avoid plagiarism.
8.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	8.W.7.1	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
8.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.		
	8.W.8.1	Write routinely for short and extended periods of time (e.g., time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes (including, but not limited to, narrative, persuasive, and descriptive writing), and audiences and demonstrate knowledge of their qualities.	

EIGHTH GRADE			
		8.W.8.1a	Analyze to respond to letters, reflections, and revisions.
		8.W.8.1b	Analyze to arrange/write essays, stories, autobiographies, and/or research.
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.		
8.LA.1	Demonstrate command of English grammar and usage conventions.		
	8.LA.1.1	Demonstrate command of English grammar and usage conventions when writing and speaking.	
		8.LA.1.1a	Explain the functions and tenses of different kinds of verbs and apply them correctly.
		8.LA.1.1b	Form and use verbs in the active and passive voice.
8.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.		
	8.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
		8.LA.2.1a	Use advanced punctuation (e.g., commas, ellipses, dashes) correctly.
		8.LA.2.1b	Spell grade-appropriate words correctly, consulting references as needed.
8.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		
	8.LA.3.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		8.LA.3.1a	Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.
8.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.		

EIGHTH GRADE		
	8.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words or phrases through grade-level appropriate reading and content, choosing flexibly from a variety of strategies.
	8.LA.4.1a	Use context clues to help determine the meaning of a word or phrase.
	8.LA.4.1b	Use common Greek or Latin affixes and roots correctly (e.g., ex-, inter-, anti-, micro-).
	8.LA.4.1c	Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
8.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	8.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	8.LA.5.1a	Interpret figures of speech (e.g., verbal irony, puns) in context.
	8.LA.5.1b	Distinguish among the different connotations (associations) and denotations (definitions) of words (e.g., bullheaded, willful, firm, persistent, resolute).
8.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	8.LA.6.1	Accurately use a variety of social, academic, domain-specific, and content area words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NINTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
9.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	9.LS.1.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational texts); oral presentations/performances; and class, group, and partner discussions on a variety of grade-appropriate academic and social topics.
	9.LS.1.1a	Ask relevant questions that evoke elaboration. Respond to others' questions and comments with relevant observations and ideas that build the discussion and keep the conversation on topic.
	9.LS.1.1b	Take turns and show consideration by concurring or affirming with others in discussions. Extend ideas or arguments with support.
	9.LS.1.1c	Listen to, respond to, react to, and analyze complex instructions and statements. Apply, clarify, and provide instructions and directions.
	9.LS.1.1d	Listen to a variety of literature to distinguish or differentiate styles; analyze character development, setting, tone, voice, and mood; and make connections to the text.
9.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	9.LS.2.1	Contribute to class, group, and partner discussions by taking turns; asking and answering relevant, on-topic questions; affirming others; providing additional, relevant information; paraphrasing and evaluating; and analyzing and synthesizing key ideas. Sustain conversations on a variety of appropriate and relevant academic topics.

NINTH GRADE		
9.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	9.LS.3.1	Think deeply/ponder/ruminate about closed- and open-ended questions and answer with increasing sophistication.
	9.LS.3.1a	Listen to, discuss, evaluate, and respond to complex instructions and information.
	9.LS.3.1b	Explain, restate, and discuss information.
9.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	9.LS.4.1	Accurately and appropriately use a variety of grade-appropriate social, academic, and content-specific academic words when giving speeches, presentations, and performances and when telling, retelling, explaining, and analyzing stories, personal experiences, and current/world events.
9.LS.5	Provide, justify, and defend opinions or positions in speech.	
	9.LS.5.1	Persuade others through debates and discussions using creative and/or original responses to express and defend opinions or viewpoints.
	9.LS.5.1a	Appropriately use an extended number of learned phrases and/or creative or original responses.
	9.LS.5.1b	Explain and defend opinions and subtle differences in viewpoints from peers, texts, and others.
9.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	9.LS.6.1	Describe, explain, and evaluate text, self, and world experiences.
	9.LS.6.1a	Express thoughts and opinions when discussing current events, concepts, themes, characters, plot, and conflict resolution.
	9.LS.6.1b	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
	9.LS.6.1c	Adjust language choices according to purpose, task, and audience.
9.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	9.LS.7.1	Plan and deliver different types of formal and informal oral presentations and reports that enhance grade-appropriate topics and present evidence and facts that support ideas (e.g., integrating print or technological/digital resources).

NINTH GRADE		
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
9.FS.1	Print concepts	
	9.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	9.FS.1.1a	Recognize and gather relevant information from multiple reliable print and digital sources.
	9.FS.1.1b	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	9.FS.1.1c	Provide complex reference information of source(s) applying required MLA and APA student format.
9.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	9.FS.2.1	Refer to previous grades as needed to reinforce these skills.
9.FS.3	Phonics and word recognition	
	9.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	9.FS.3.1a	Use a combined knowledge of strategies to encode grade-level monosyllabic and multisyllabic words.
	9.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences and syllabication patterns.
	9.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
	9.FS.3.1d	Process encoding sounds through letters (s,r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.

NINTH GRADE			
9.FS.4	Fluency		
	9.FS.4.1	Read with sufficient accuracy and fluency to support comprehension.	
		9.FS.4.1a	Read on-level texts with purpose and understanding.
		9.FS.4.1b	Accurately read on-level prose and poetry orally with appropriate rate and expression on successive readings.
		9.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
9.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	9.R.1.1	Read a variety of grade-level texts and view a variety of multimedia resources (when available) to explain ideas, phenomena, processes, cultural identities, genres, and text relationships, supplying textual evidence to support analyses and conclusions drawn from the text.	
		9.R.1.1a	Distinguish fact vs. opinion.
		9.R.1.1b	Distinguish fiction vs. nonfiction.
		9.R.1.1c	Identify facts/details that support main idea(s) from the texts.
		9.R.1.1d	Make inferences and draw conclusions from texts to support analysis.
9.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		

NINTH GRADE			
	9.R.2.1	9.R.2.1L	Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. Provide a summary of the text.
		9.R.2.1I	Determine a main idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas. Provide a summary of the text.
9.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	9.R.3.1	9.R.3.1L	Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.
		9.R.3.1I	Analyze the connections and distinctions between individuals, ideas, or events. Connect cause and effect relationships.
9.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	9.R.4.1	9.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings (e.g., integrating print or technological/digital resources).
		9.R.4.1La	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		9.R.4.1I	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings (e.g., integrating print or technological/digital resources).
		9.R.4.1Ia	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	9.R.5.1	9.R.5.1L	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.
		9.R.5.1I	Analyze the structure of a specific paragraph in an informational text in detail, including the role of particular sentences in developing and refining a key concept.
9.R.6	Assess how point of view or purpose shapes the content and style of a text.		

NINTH GRADE			
	9.R.6.1	9.R.6.1L	Analyze how differences in the points of view of the characters create an effect on the reader.
		9.R.6.1I	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9.R.7	Integrate and evaluate content presented in diverse media and formats.		
	9.R.7.1	9.R.7.1L	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.
		9.R.7.1I	Evaluate the advantages and disadvantages of using different types of media (e.g., print or digital texts, videos, multimedia resources) to present a particular topic or idea.
9.R.8	Delineate and evaluate an author's argument through evidence specified in a text.		
	9.R.8.1	Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.	
		9.R.8.1a	Recognize when irrelevant evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
9.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	9.R.9.1	9.R.9.1L	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works. Describe how the material is rendered new.
		9.R.9.1I	Analyze a case in which 2 or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
9.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	9.R.10.1	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	

NINTH GRADE											
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.										
9.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.										
	<table border="1"> <tr> <td style="text-align: center;">9.W.1.1</td> <td>Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics and current events in a composition of 5 or more paragraphs of 6 or more sentences each.</td> </tr> <tr> <td style="text-align: center;">9.W.1.1a</td> <td>Explain and clarify viewpoints and opinions. Take and defend positions that differ from others.</td> </tr> <tr> <td style="text-align: center;">9.W.1.1b</td> <td>Support claim(s) or counterarguments with logical reasoning and relevant evidence.</td> </tr> <tr> <td style="text-align: center;">9.W.1.1c</td> <td>Use reliable sources to demonstrate understanding of the topic or text.</td> </tr> </table>	9.W.1.1	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support on a variety of personal, social, and cultural topics and current events in a composition of 5 or more paragraphs of 6 or more sentences each.	9.W.1.1a	Explain and clarify viewpoints and opinions. Take and defend positions that differ from others.	9.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.	9.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.		
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9.W.1.1a	Explain and clarify viewpoints and opinions. Take and defend positions that differ from others.										
9.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.										
9.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.										
9.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.										
	<table border="1"> <tr> <td style="text-align: center;">9.W.2.1</td> <td>Write informational texts to examine and convey complex ideas, concepts, and information through effective technique, organization, and analysis of content clearly and accurately in 5 or more paragraphs of 6 or more sentences each.</td> </tr> <tr> <td style="text-align: center;">9.W.2.1a</td> <td>Introduce a topic or thesis statement. Organize ideas, concepts, and information.</td> </tr> <tr> <td style="text-align: center;">9.W.2.1b</td> <td>Use appropriate transitions to clarify relationships among ideas and concepts.</td> </tr> <tr> <td style="text-align: center;">9.W.2.1c</td> <td>Provide a clear concluding statement.</td> </tr> <tr> <td style="text-align: center;">9.W.2.1d</td> <td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td> </tr> </table>	9.W.2.1	Write informational texts to examine and convey complex ideas, concepts, and information through effective technique, organization, and analysis of content clearly and accurately in 5 or more paragraphs of 6 or more sentences each.	9.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.	9.W.2.1b	Use appropriate transitions to clarify relationships among ideas and concepts.	9.W.2.1c	Provide a clear concluding statement.	9.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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9.W.2.1c	Provide a clear concluding statement.										
9.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.										

NINTH GRADE		
	9.W.3.1	Write literary texts that develop real or imagined experiences or events using transitional words and other cohesive devices to better organize writing in 5 or more paragraphs of 6 or more sentences each.
	9.W.3.1a	Use effective technique, relevant descriptive details, and well-structured event sequences.
	9.W.3.1b	Use literary elements like narrative structure, theme, mood, plot, setting, or moral to organize and lengthen writing.
9.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	9.W.4.1	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing.
	9.W.4.1a	Focus on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides (e.g., MLA and APA student format), and using citations.
9.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	9.W.5.1	Use technology, including the internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
9.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	9.W.6.1	As part of a research project, write a report that answers a thesis question, drawing on several sources and generating additional related, focused questions for further research and investigation.
	9.W.6.1a	Using multiple sources, participate in or conduct research to gather information that answers questions about a single topic.
	9.W.6.1b	Recall relevant information from experiences or gather relevant information from print and digital sources using search terms effectively.
	9.W.6.1c	Assess the credibility and accuracy of each source. Quote or paraphrase the data and conclusions of others avoiding plagiarism.

NINTH GRADE		
9.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9.W.7.1	Draw evidence from literary or informational texts to support analysis, reflection, and research.
9.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	9.W.8.1	Write routinely for short and extended periods of time to develop various types of paragraphs, formal and informal letters, and essays (including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities) on a variety of discipline-specific tasks, purposes, and audiences (e.g., integrating technology or digital/print resources).
	9.W.8.1a	Analyze and respond to letters, reflections, and revision (s).
	9.W.8.1b	Analyze and arrange/write essays, stories, autobiographies, and/or research.
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
9.LA.1	Demonstrate command of English grammar and usage conventions.	
	9.LA.1.1	Demonstrate command of English grammar and usage conventions.
	9.LA.1.1a	Use parallel structure with conjunctions (e.g., “and” and “or”) to show that two or more ideas have the same level of importance (e.g., He likes to jog, swim, and hike.).
	9.LA.1.1b	Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional.
	9.LA.1.1c	Use various types of clauses: independent/dependent, noun, relative, adverbial.
9.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	9.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	9.LA.2.1a	Use advanced punctuation (e.g., comma, ellipsis, dash) correctly.
	9.LA.2.1b	Spell grade-appropriate words correctly, consulting references as needed.
	9.LA.2.1c	Apply capitalization rules correctly.

NINTH GRADE		
9.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	
	9.LA.3.1	Apply knowledge of language to understand how it functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	9.LA.3.1a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
9.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	9.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
	9.LA.4.1a	Use context clues to help determine the meaning of a word or phrase.
	9.LA.4.1b	Analyze word changes to indicate different meanings or parts of speech (e.g., analyze/analysis/analytical, advocate/advocacy).
	9.LA.4.1c	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find a word's pronunciation, parts of speech, spelling, origin, and meaning.
9.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	9.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	9.LA.5.1a	Interpret figures of speech (e.g., euphemism) in context and analyze their role in the text.
	9.LA.5.1b	Distinguish among the different connotations (associations) and denotations (definitions) of words (e.g., bullheaded, willful, firm, persistent, resolute).
	9.LA.5.1c	Analyze the meaning of words with similar denotations.
9.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	9.LA.6.1	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.

TENTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
10.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	10.LS.1.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational texts); oral presentations; and class, group, and partner discussions on a variety of grade-appropriate academic, social, college, and career topics.
	10.LS.1.1a	Ask relevant questions that elicit elaboration. Respond to others' questions and comments with relevant observations that keep the discussion on topic.
	10.LS.1.1b	Take turns and show consideration by concurring or affirming with others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.
	10.LS.1.1c	Listen to, respond to, react to, and analyze complex instructions and statements. Apply, clarify, and provide instructions and directions.
	10.LS.1.1d	Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood and make connections to text.
10.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	
	10.LS.2.1	Contribute to class, group, and partner discussions. Sustain conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic questions. React to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.
10.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	

TENTH GRADE			
	10.LS.3.1	Respond orally to closed- and open-ended questions.	
		10.LS.3.1a	Listen to, discuss, evaluate, and respond to complex instructions and information.
		10.LS.3.1b	Explain, restate, discuss, and revise information.
		10.LS.3.1c	Critically analyze closed- and open-ended questions and answer them with increasing knowledge.
10.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.		
	10.LS.4.1	Accurately and appropriately use a variety of grade-appropriate and content-specific social, academic, college, and career-ready words when giving speeches and presentations/performances to explain and analyze stories and personal experiences with current/world events.	
10.LS.5	Provide, justify, and defend opinions or positions in speech.		
	10.LS.5.1	Persuade others in conversations using a growing number of learned phrases and open responses to express and defend different opinions.	
		10.LS.5.1a	Appropriately use an extended number of learned phrases and/or creative or original responses.
		10.LS.5.1b	Explain and defend opinions and subtle differences in viewpoints from peers, texts, and others.
10.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	10.LS.6.1	Demonstrate ability to adjust language choices by predicting, making inferences, and expressing thought and opinion according to the context, purpose, task, and audience.	
		10.LS.6.1a	Express thoughts and opinions when discussing current events, concepts, themes, characters, plot, and conflict resolution.
		10.LS.6.1b	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.

TENTH GRADE		
10.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	10.LS.7.1	Plan and deliver a variety of oral presentations and reports on developmentally appropriate topics that present evidence and facts to support ideas using a growing understanding of formal and informal registers (e.g., integrating print or technological/digital resources).
Foundational Skills		The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.
10.FS.1	Print concepts	
	10.FS.1.1	Demonstrate understanding of the organization and basic features of print.
	10.FS.1.1a	Recognize relevant information from multiple reliable print and digital sources.
	10.FS.1.1b	Gather relevant information from multiple print and digital sources to assess the credibility of each source.
	10.FS.1.1c	Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
	10.FS.1.1d	Provide complex reference information of source(s) applying required MLA and APA student format.
	10.FS.1.1e	Understand that ideas are connected through cohesive devices and larger meaningful chunks of text.
	10.FS.1.1f	Produce complete complex and compound sentences, recognizing and correcting inappropriate run-ons and fragments.

TENTH GRADE		
10.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	10.FS.2.1	Refer to previous grades as needed to reinforce these skills.
10.FS.3	Phonics and word recognition	
	10.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	10.FS.3.1a	Use a combined knowledge of strategies to encode grade-level monosyllabic and multisyllabic words.
	10.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, syllabication patterns, prefixes, and suffixes.
	10.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
	10.FS.3.1d	Process encoding sounds through letters (s,r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
10.FS.4	Fluency	
	10.FS.4.1	Accurately and automatically read grade-level texts with appropriate patterns of stress, intonation, or expression.
	10.FS.4.1a	Read with sufficient accuracy and fluency to support comprehension.
	10.FS.4.1b	Read grade-level prose and poetry orally with appropriate purpose, intonation, expression, and understanding.
	10.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TENTH GRADE			
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
10.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.		
	10.R.1.1	Evaluate, analyze, research/synthesize drawn from in-depth critical reading of appropriate texts and viewing of multimedia resources. Interpret increasingly complex phenomena, ideas, processes, genres, and relationships within and across texts.	
		10.R.1.1a	Distinguish fact vs. opinion.
		10.R.1.1b	Distinguish fiction vs. nonfiction.
		10.R.1.1c	Identify facts/details that support main idea(s) from the texts.
		10.R.1.1d	Explain inferences and conclusions drawn from texts to support analysis.
10.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	10.R.2.1	10.R.2.1L	Determine the theme or main idea of a literary text and analyze its development in detail, including how it emerges in the text and is shaped and refined by specific details. Provide a subjective or responsive summary of the text.
		10.R.2.1I	Determine the theme or main idea of an informational text and analyze its development in detail over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an objective summary of the text.
10.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		

TENTH GRADE			
	10.R.3.1	10.R.3.1L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.
		10.R.3.1I	Analyze how an author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
10.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	10.R.4.1	10.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text.
		10.R.4.1La	Determine figurative and connotative meanings in a literary text.
		10.R.4.1Lb	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).
		10.R.4.1I	Determine the meaning of words and phrases as they are used in an informational text.
		10.R.4.1Ia	Determine figurative and connotative meanings in an informational text.
		10.R.4.1Ib	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
10.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	10.R.5.1	10.R.5.1L	Analyze how an author's choices about the structure of a literary text or the order of events within it (e.g., parallel plots) creates effects such as mystery, tension, or surprise.
		10.R.5.1I	Analyze in detail how an author's ideas or claims (positions) are developed and refined by sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).

TENTH GRADE			
10.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	10.R.6.1	10.R.6.1L	Relate to a particular point of view or cultural experience reflected in a work of literature from outside of Puerto Rico, drawing on a wide reading of world literature.
		10.R.6.1I	Determine an author’s point of view or purpose in an informational text and identify the use of rhetoric to advance that point of view or purpose.
10.R.7	Integrate and evaluate content presented in diverse media and formats.		
	10.R.7.1	Analyze the representation of a topic, character, or key scene as presented in 2 different media (print and multimedia), determining which elements are emphasized or absent in each case.	
10.R.8	Delineate and evaluate an author’s argument through evidence specified in a text.		
	10.R.8.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	
		10.R.8.1a	Identify false statements and fallacious reasoning. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
10.R.9	Compare and contrast 2 or more authors’ presentations of similar themes or topics.		
	10.R.9.1	10.R.9.1L	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
		10.R.9.1I	Recognize and interpret seminal or literary documents of historical significance (e.g., “Letter from Birmingham Jail” by Martin Luther King, poetry by Julia de Burgos), including how they address related themes and concepts.
10.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	10.R.10.1	Read and comprehend a variety of literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	

TENTH GRADE			
Writing		The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
10.W.1		Write arguments to support point of view using valid reasoning and relevant evidence.	
	10.W.1.1	Justify opinions and positions using valid reasoning and sufficient evidence by writing in 5 paragraphs or more of 6 or more sentences each.	
		10.W.1.1a	Interpret, clarify, and defend viewpoints and opinions. Be able to state or justify arguments with support of the thesis statement and claims.
		10.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.
		10.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.
10.W.2		Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	10.W.2.1	Write informational and argumentative texts to examine and convey complex ideas, concepts, and information through the selection, organization, and analysis of content through essays, letters, and other types of texts in 5 or more paragraphs of 6 or more sentences each.	
		10.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
		10.W.2.1b	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		10.W.2.1c	Provide a clear concluding statement.
		10.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

TENTH GRADE		
10.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	10.W.3.1	Write literary texts using transitional words and other cohesive devices to better organize writing and develop real or imagined experiences or events. Use literary elements and techniques (e.g., narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory) in 5 or more paragraphs of 6 or more sentences each.
10.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	10.W.4.1	Develop and strengthen writing as needed by planning, drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides (e.g., MLA and APA student format), and using citations.
10.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	10.W.5.1	Use technology, including the internet, to produce and publish different types of writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.
10.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	10.W.6.1	As part of a research project, write a report that answer a question or solves a problem, drawing on several sources and generating additional focused questions that allow for extended exploration and research.
10.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	10.W.7.1	Improve writing through evidence obtained from analysis, reflection, and research of literary or informational texts.
10.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	10.W.8.1	Write routinely for short and extended periods of time (e.g., for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences (e.g., integrating technology or digital/print resources).

TENTH GRADE			
Language	The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.		
10.LA.1	Demonstrate command of English grammar and usage conventions.		
	10.LA.1.1	Demonstrate command of English grammar and usage conventions when writing and speaking.	
	10.LA.1.1a	Use parallel structure and subject-verb agreement. Apply the understanding of run-on sentences, complex and compound sentences, and sentence fragments. Assess various grammar and usage texts.	
	10.LA.1.1b	Use various types of phrases and clauses to specify meanings and add variety and interest to writing or presentations.	
10.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.		
	10.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
	10.LA.2.1a	Use advanced punctuation marks correctly (e.g., colon, semicolon).	
	10.LA.2.1b	Spell grade-appropriate words correctly, consulting references as needed.	
	10.LA.2.1c	Apply capitalization rules correctly.	
10.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.		

TENTH GRADE		
	10.LA.3.1	Apply knowledge of language to understand how it functions in different contexts, to make effective choices in terms of meaning or style, and to comprehend more fully when reading or listening.
	10.LA.3.1a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
	10.LA.3.1b	Use verb tenses (e.g., simple present, present progressive, simple past, past progressive, future, future progressive, and present perfect, including irregular verbs).
	10.LA.3.1.c	Use active/passive voice.
	10.LA.3.1d	Use verbals (e.g., infinitives, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (e.g., can, could, shall, should, will, would, must, have to, may, might, ought to).
	10.LA.3.1e	Use subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).
	10.LA.3.1f	Use of comparative and superlative adjectives and adverbs.
	10.LA.3.1g	Use prepositions and prepositional phrases.
10.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	10.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
	10.LA.4.1a	Use context clues to help determine meaning.
	10.LA.4.1b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
	10.LA.4.1c	Consult both digital and print reference materials (e.g., dictionaries, glossaries, thesauri) to find a word's pronunciation, parts of speech, spelling, origin, and meaning.

TENTH GRADE		
10.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	10.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	10.LA.5.1a	Appropriately identify, interpret, and integrate figurative language, including personification, similes, and metaphors, into writing and speaking.
	10.LA.5.1b	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	10.LA.5.1c	Analyze word meaning.
10.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	10.LA.6.1	Accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.
	10.LA.6.1a	Demonstrate increasing independence when considering a word or phrase important to comprehension or expression.

ELEVENTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
11.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	11.LS.1.1	Listen, support discussions, and interact with peers during read-alouds (of fictional and informational texts), oral presentations; and class, group, and partner discussions on a variety of grade-appropriate academic, social, college, and career topics.
	11.LS.1.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
	11.LS.1.1b	Take turns; ask/answer relevant questions; affirm others; add relevant information; relate the information to prior knowledge from experience, texts, or real-world connections; paraphrase and analyze key ideas.
	11.LS.1.1c	Listen and respond during read-alouds, presentations, or performances from a variety of literature, periods, genres, and styles to interpret character development and setting and to connect to the text by identifying the tone, voice, and mood.
	11.LS.1.1d	Listen and respond to be able to describe, support, and discuss information; answer and formulate closed- and open-ended questions; and listen to, classify, and prioritize information.
11.LS.2	Contribute to discussions on a variety of social, academic, college and career topics in diverse contexts and with different audiences.	

ELEVENTH GRADE		
	11.LS.2.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic questions. React to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas.
11.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	11.LS.3.1	Respond orally to closed- and open-ended questions.
	11.LS.3.1a	Listen to, discuss, respond to, and provide complex instructions and information.
	11.LS.3.1b	Assess, review, and debate information, justifying answers with details from texts, the self, and the world.
11.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	11.LS.4.1	Accurately and appropriately use a variety of grade-appropriate general, academic, and content-specific academic, social, college, and career vocabulary to produce complex spoken language and to tell, retell, explain, and analyze stories, personal experiences, and current/world events.
11.LS.5	Provide, justify, and defend opinions or positions through speech.	
	11.LS.5.1	Negotiate with and persuade others in discussions and conversations using acquired vocabulary and open responses to express and defend different opinions.
11.LS.6	Adjust language choices according to the task, context, purpose, and audience.	
	11.LS.6.1	Adjust language choices according to the context, purpose, task, and audience participating in class and group discussions.
	11.LS.6.1a	Express thoughts and opinions when discussing current events, concepts, themes, characters, plot, and conflict resolution.
	11.LS.6.1b	Make predictions and inferences and draw conclusions from listening to a variety of texts, performances, and multimedia sources.
11.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.	
	11.LS.7.1	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using a growing understanding of formal and informal registers (e.g., integrating technology or digital/print resources).

ELEVENTH GRADE		
Foundational Skills	The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
11.FS.1	Print concepts	
	11.FS.1.1	Demonstrate understanding of the organization and basic features of print.
		11.FS.1.1a
		Recognize relevant information from multiple reliable print and digital sources.
		11.FS.1.1b
		Gather relevant information from multiple print and digital sources to assess the credibility of each source.
		11.FS.1.1c
		Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
		11.FS.1.1d
		Provide complex reference information of source(s) applying required MLA and APA student format.
		11.FS.1.1e
		Understand that ideas are connected through cohesive devices and larger, meaningful chunks of text.
		11.FS.1.1f
		Produce complete complex and compound sentences, recognizing and correcting inappropriate run-ons and fragments.
11.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	11.FS.2.1	Refer to previous grades to reinforce these skills if necessary.
11.FS.3	Phonics and word recognition	

ELEVENTH GRADE			
	11.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words. (
		11.FS.3.1a	Use a combined knowledge of strategies to encode grade-level monosyllabic and multisyllabic words.
		11.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, syllabication patterns, prefixes, and suffixes.
		11.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
		11.FS.3.1d	Process encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
11.FS.4	Fluency		
	11.FS.4.1	Accurately read grade-level texts automatically with appropriate patterns of stress, intonation, or expression.	
		11.FS.4.1a	Read with sufficient accuracy and fluency to support comprehension.
		11.FS.4.1b	Read grade-level prose and poetry orally with appropriate purpose, intonation, expression, and understanding.
		11.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELEVENTH GRADE			
Reading		<p>The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, students must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.</p>	
11.R.1		Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.	
	11.R.1.1	Evaluate, analyze, research/synthesize drawn from in-depth critical reading of appropriate texts and viewing of multimedia resources. Interpret increasingly complex phenomena, ideas, processes, genres, and relationships within and across texts.	
		11.R.1.1a	Distinguish and explain fact vs. opinion.
		11.R.1.1b	Distinguish and explain fiction vs. nonfiction.
		11.R.1.1c	Determine and explain fact/ details that support main idea(s) from the texts.
		11.R.1.1d	Explain inferences and conclusions drawn from texts to support analysis.
11.R.2		Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.	
	11.R.2.1	11.R.2.1L	Determine the theme or main idea of a literary text and analyze its development in detail, including how it emerges in the text and is shaped and refined by specific details.
		11.R.2.1La	Provide a subjective or responsive summary of the text.
		11.R.2.1I	Determine the theme or main idea of an informational text and analyze its development over the course of the text in detail, including how it emerges and is shaped and refined by specific details.
		11.R.2.1Ia	Provide an objective summary of informational texts.

ELEVENTH GRADE			
11.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
	11.R.3.1	11.R.3.1L	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text; interact with other characters; affect the setting, influence the plot, and its components; or develop the theme.
		11.R.3.1I	Analyze how an author presents an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
11.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	11.R.4.1	11.R.4.1L	Determine the meaning of words and phrases as they are used in a literary text.
		11.R.4.1La	Determine figurative and connotative meanings.
		11.R.4.1Lb	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).
		11.R.4.1I	Determine the meaning of words and phrases as they are used in an informational text.
		11.R.4.1Ia	Determine figurative, connotative, and technical meanings.
		11.R.4.1Ib	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELEVENTH GRADE			
11.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	11.R.5.1	11.R.5.1L	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise.
		11.R.5.1I	In detail, analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles).
11.R.6	Assess how point of view or purpose shapes the content and style of a text.		
	11.R.6.1	11.R.6.1L	Analyze a particular point of view or cultural experience reflected in a work of literature from outside of Puerto Rico, drawing on a wide reading selection of world literature.
		11.R.6.1I	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11.R.7	Integrate and evaluate content presented in diverse media and formats.		
	11.R.7.1	Analyze and critique the representation of a subject, character, or key scene as presented in two different media (print and multimedia), comparing which elements are emphasized or absent in each case.	
11.R.8	Delineate and evaluate an author’s argument through evidence specified in a text.		
	11.R.8.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	
		11.R.8.1a	Identify false statements and fallacious reasoning (including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities).

ELEVENTH GRADE			
11.R.9	Compare and contrast 2 or more authors' presentations of similar themes or topics.		
	11.R.9.1	11.R.9.1L	Analyze how an author draws on and transforms source material in a specific work.
		11.R.9.1I	Analyze seminal or literary documents of historical significance and how they address related themes and concepts.
11.R.10	Read and comprehend complex literary and informational texts independently and proficiently.		
	11.R.10.1	Read and demonstrate comprehension of a variety of culturally relevant literature (e.g., stories, dramas, and poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.	
Writing	The Writing Standard develops the student's capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.		
11.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.		
	11.W.1.1	Write arguments to support claims in an analysis of grade-appropriate content, using valid reasoning and sufficient evidence in 5 or more paragraphs.	
		11.W.1.1a	Interpret, clarify, and defend viewpoints and opinions. Be able to state or justify arguments with support of the thesis statement and claims.
		11.W.1.1b	Support claim(s) or counterarguments with logical reasoning and relevant evidence.
		11.W.1.1c	Use reliable sources to demonstrate understanding of the topic or text.

ELEVENTH GRADE		
11.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	11.W.2.1	Write essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization; an expanding vocabulary; and proper selection, organization, and analysis of content in 5 or more paragraphs 6 or more sentences each.
	11.W.2.1a	Introduce a topic or thesis statement. Organize ideas, concepts, and information.
	11.W.2.1b	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	11.W.2.1c	Provide a clear concluding statement.
	11.W.2.1d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
11.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	11.W.3.1	Write narratives (e.g., short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences in 5 or more paragraphs.
11.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	11.W.4.1	Develop and strengthen writing as needed through planning (e.g., outlines and graphic organizers), drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides, and using citations (e.g., MLA and APA student format).

ELEVENTH GRADE		
11.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	11.W.5.1	Use technology, including the internet, to produce, publish, and update individual or shared writing products, utilizing technology's capacity to link to other information and to display information flexibly and dynamically.
11.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	11.W.6.1	Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, relating multiple reliable sources and demonstrating understanding of the subject.
11.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	11.W.7.1	Interpret evidence from literary or informational texts to support analysis, reflection, and research.
11.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	11.W.8.1	Write routinely for short and extended periods of time (e.g., for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences (e.g., integrating technology or digital/print resources).
Language		The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.
11.LA.1	Demonstrate command of English grammar and usage conventions.	
	11.LA.1.1	Demonstrate command of English grammar and usage conventions when writing and speaking.
	11.LA.1.1a	Apply an understanding of run-on sentences, complex and compound sentences, and sentence fragments. Assess various grammar and usage texts. Analyze subject-verb agreement and parallel structure.
	11.LA.1.1b	Demonstrate knowledge of prepositions and prepositional phrases.

ELEVENTH GRADE		
11.LA.2	Apply appropriate English capitalization, punctuation, and spelling conventions.	
	11.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.
	11.LA.2.1a	Use advanced punctuation marks correctly (e.g., colon, semicolon).
	11.LA.2.1b	Use punctuation marks correctly, including the use of dashes and parentheses in sentences.
	11.LA.2.1c	Spell correctly.
11.LA.3	Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	
	11.LA.3.1	Apply knowledge of language to understand how it functions in different contexts, to make effective choices in terms of meaning or style, and comprehend more fully when reading or listening.
	11.LA.3.1a	Vary syntax for effect, consulting references for guidance as needed.
	11.LA.3.1b	Use verb tenses (e.g., simple present, present progressive, simple past, past progressive, future, future progressive, and present perfect, including irregular verbs).
	11.LA.3.1c	Use of active/passive voice.
	11.LA.3.1d	Use verbals (e.g., infinitives, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (e.g., can, could, shall, should, will, would, must, have to, may, might, ought to).
	11.LA.3.1e	Use subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).
	11.LA.3.1f	Use of comparative and superlative adjectives and adverbs.
	11.LA.3.1g	Use prepositions and prepositional phrases.
11.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	
	11.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases through grade-level appropriate reading and content, choosing flexibly from a variety of strategies.

ELEVENTH GRADE			
		11.LA.4.1a	Apply a variety of strategies to identify or clarify word use and help determine the meaning of a word or phrase.
		11.LA.4.1b	Identify and correctly use patterns of word modifications that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
		11.LA.4.1c	Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, origin, or standard usage/variations.
11.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.		
	11.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
		11.LA.5.1a	Identify, interpret, and integrate figurative language (including personification, similes, and metaphors) appropriately into writing and speech.
		11.LA.5.1b	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
		11.LA.5.1c	Analyze the meaning of words with similar denotations and connotations.
11.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.		
	11.LA.6.1	Accurately use general, academic, domain-specific, or content area words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level. Demonstrate independence when considering a word or phrase important to comprehension or expression.	

TWELFTH GRADE		
Listening/Speaking	The Listening/Speaking Standard develops a range of broadly useful oral communication and interpersonal skills, including those used for formal or informal presentations. The student learns to communicate, collaborate, and listen to ideas; strategically integrate information from oral, visual quantitative, and media sources to evaluate what they hear, use, and display, helping to achieve communicative purposes, and adapt speech to context and task.	
12.LS.1	Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic, college, and career topics.	
	12.LS.1.1	Listen to and interact with peers during class, group, and partner discussions, developing logical arguments to expand upon conversations on a variety of grade-appropriate academic, social, college, and career topics.
	12.LS.1.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show critical consideration and extension of the ideas or arguments.
	12.LS.1.1b	Work with peers to establish norms for discussions and decision-making, analyze information and key ideas, establish goals based on knowledge and individual roles, and demonstrate respect for diverse perspectives.
	12.LS.1.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting and to distinguish the characteristics of tone, voice, and mood. Make connections to the text.
	12.LS.1.1d	Listen and respond to synthesize, explain, support, and discuss information. Answer and formulate closed- and open-ended questions. Listen to, classify, and prioritize information.
12.LS.2	Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts and with different audiences.	

TWELFTH GRADE		
	12.LS.2.1	Contribute to class, group, and partner discussions. Sustain conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules and asking and answering on-topic.
	12.LS.2.1a	React to others with relevant information by paraphrasing, evaluating, analyzing, and synthesizing ideas. +
12.LS.3	Evaluate information and determine appropriate responses to answer questions effectively.	
	12.LS.3.1	Respond orally through closed- and open-ended questions about real-life and academic situations and answer questions demonstrating knowledge of the topic.
	12.LS.3.1a	Listen to, discuss, and respond to complex instructions and information during group discussions.
	12.LS.3.1b	Synthesize, analyze, and debate information, justifying answers with details from texts, self, and experiences.
	12.LS.3.1c	Critically analyze closed- and open-ended questions and answer them with logical arguments and knowledge.
12.LS.4	Contribute to social, academic, college, and career conversations using accurate and appropriate language.	
	12.LS.4.1	Accurately and appropriately use a variety of grade-appropriate general academic and content-specific academic, social, college, and career-ready words when producing complex spoken texts and when telling, retelling, explaining, and analyzing stories; personal experiences; and current, social, college, and career events.
12.LS.5	Provide, justify, and defend opinions or positions in speech.	
	12.LS.5.1	Negotiate with and persuade others during discussions and conversations using acquired vocabulary and open responses to express and defend point of view.

TWELFTH GRADE			
12.LS.6	Adjust language choices according to the task, context, purpose, and audience.		
	12.LS.6.1	Apply language choices in different contexts for different purposes and audiences during speech deliverance.	
		12.LS.6.1a	Use idiomatic expressions correctly. +
		12.LS.6.1b	Use techniques for overcoming cultural and linguistic barriers to communication. +
12.LS.7	Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.		
	12.LS.7.1	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas and demonstrate understanding of formal and informal registers. Integrate a variety of technology, print, or digital resources in presentations and reports.	
		12.LS.7.1a	Apply knowledge of direct/indirect quotations to strengthen oral presentations. +
Foundational Skills		The Foundational Skills Standard is aimed at fostering the student’s understanding and working knowledge of print concepts, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not independent objectives; rather, they are necessary and important components of an effective, comprehensive reading program. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers. The objective is to discern when students need attention in these skills.	
12.FS.1	Print concepts		
	12.FS.1.1	Demonstrate understanding of the organization and basic features of print.	
		12.FS.1.1a	Recognize relevant information from multiple reliable print and digital sources.
		12.FS.1.1b	Gather relevant information from multiple print and digital sources to assess the credibility of each source.

TWELFTH GRADE		
		12.FS.1.1c Cite or paraphrase the data and conclusions of others avoiding plagiarism and following a standard format for citation (e.g., MLA and APA student format).
		12.FS.1.1d Provide complex reference information of source(s) applying required MLA and APA student format.
		12.FS.1.1e Understand that ideas are connected through cohesive devices and larger meaningful chunks of text.
		12.FS.1.1f Produce complete complex and compound sentences, recognizing and correcting inappropriate run-ons and fragments.
12.FS.2	Phonological awareness (rhyming, blending, segmentation, deletion, isolation, substitution)	
	12.FS.2.1	Refer to previous grades as needed to reinforce these skills.
12.FS.3	Phonics and word recognition	
	12.FS.3.1	Understand and apply grade-level phonics and word analysis skills to decode and encode words.
	12.FS.3.1a	Use a combined knowledge of strategies to encode grade-level monosyllabic and multisyllabic words.
	12.FS.3.1b	Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, syllabication patterns, prefixes, and suffixes.
	12.FS.3.1c	Apply meaning to single units of sound in existing word parts to encode a given word.
	12.FS.3.1d	Process encoding sounds through letters (s,r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
12.FS.4	Fluency	
	12.FS.4.1	Accurately and automatically read grade-level texts with appropriate patterns of stress, intonation, or expression.
	12.FS.4.1a	Read with sufficient accuracy and fluency to support comprehension.
	12.FS.4.1b	Read grade-level prose and poetry orally with appropriate purpose, intonation, expression, and understanding.
	12.FS.4.1c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TWELFTH GRADE			
Reading	The Reading Standard places equal importance on the complexity of what students read and the skill with which they read. This standard defines a grade-by-grade level of text complexity that starts with beginning reading since they began reading and increases up to the college and career-readiness high school level. When reading or viewing multimedia resources, the student must also demonstrate a growing ability to understand or use texts, make connections among ideas and between texts, and use textual evidence to support comprehension.		
12.R.1	Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text		
	12.R.1.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Interpret ideas, increasingly complex phenomena, processes, genres, and relationships within and across texts.	
		12.R.1.1a	Distinguish and explain fact vs. opinion.
		12.R.1.1b	Distinguish and explain fiction vs. nonfiction.
		12.R.1.1c	Determine and explain facts/details that support main idea(s) from the texts.
		12.R.1.1d	Explain inferences and conclusions drawn from texts to support analysis.
12.R.2	Determine main ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.		
	12.R.2.1	12.R.2.1L	Determine 2 or more themes (e.g., hate, love, etc.) or main ideas of a literary text and analyze their development to provide a subjective summary.
		12.R.2.1I	Determine 2 or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another. Provide a complex analysis and objective summary of the text.
12.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		

TWELFTH GRADE			
	12.R.3.1	12.R.3.1L	Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama, including symbolism, motifs, setting, plot, and characterization.
		12.R.3.1I	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
12.R.4	Interpret words and phrases as they are used in a text, determining technical, connotative, and figurative meanings. Analyze how specific word choices shape meaning or tone.		
	12.R.4.1	12.R.4.1L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. Include Shakespeare as well as other authors.
		12.R.4.1I	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines “faction” in “Federalist Papers No. 10”).
12.R.5	Analyze the structure of a text, including how specific sentences, paragraphs, and larger portions of the text (e.g., sections, chapters, scenes, or stanzas) relate to each other and to the whole.		
	12.R.5.1	12.R.5.1L	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., where to begin or end a story, whether to provide a comedic or tragic resolution) contribute to its overall structure and meaning and its aesthetic impact.
		12.R.5.1I	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
12.R.6	Assess how point of view or purpose shapes the content and style of a text.		

TWELFTH GRADE			
	12.R.6.1	12.R.6.1L	Analyze a case in which grasping a point of view requires the student to distinguish what is directly stated in a text from the actual meaning (e.g., satire, sarcasm, irony, or understatement).
		12.R.6.1I	Evaluate an author’s point of view or purpose in a text in which the rhetoric is particularly effective. Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.
12.R.7	Integrate and evaluate content presented in diverse media and formats.		
	12.R.7.1	12.R.7.1L	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play, recorded novels or poetry), evaluating how each version interprets the source text. Include at least one play by Shakespeare and one play by an American dramatist.
		12.R.7.1I	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) and in words in order to address a question or solve a problem.
12.R.8	Delineate and evaluate an author’s argument through evidence specified in a text.		
	12.R.8.1	Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.	
12.R.9	Compare and contrast 2 or more authors’ presentations of similar themes or topics.		
	12.R.9.1	12.R.9.1L	Analyze eighteenth through twenty-first-century works of American literature, including how 2 or more texts from the same time period treat similar themes or topics (e.g., how style and historical background change over time).
		12.R.9.1I	Analyze documents of historical significance (e.g., “United States Declaration of Independence”) from various time periods to identify their themes, purposes, and rhetorical features.

TWELFTH GRADE		
12.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
	12.R.10.1	Read and demonstrate comprehension of a variety of culturally diverse literature (e.g., stories, dramas, poetry) and informational texts (e.g., history, social studies, science, and technical texts) of appropriate complexity.
Writing	The Writing Standard develops the student’s capacity and skills to plan, revise, edit, and publish many types of writing, such as arguments, informational/explanatory texts, and narratives. This standard stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts/media or when writing for research and investigations.	
12.W.1	Write arguments to support point of view using valid reasoning and relevant evidence.	
	12.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence in 5 or more paragraphs.
	12.W.1.1a	Express, clarify, and defend viewpoints and opinions. Justify arguments with the support of the thesis statement and claims.
12.W.2	Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.	
	12.W.2.1	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with independence and precision using appropriate text organization; expanding vocabulary; and selection, organization, and analysis of content in 5 or more paragraphs.
12.W.3	Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.	
	12.W.3.1	Write narratives (e.g., short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing and develop real or imagined experiences or events using effective literary devices (e.g., techniques and elements), well-chosen details, and structured sequences in 5 or more paragraphs.

TWELFTH GRADE		
12.W.4	Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, and publishing).	
	12.W.4.1	Develop and strengthen writing as needed by planning (e.g., using outlines and graphic organizers), drafting, revising, editing (using editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, considering style guides (e.g., MLA and APA student format), and using citations. +
12.W.5	Use technology, including the internet, to interact and collaborate with others and produce and publish writing.	
	12.W.5.1	Use technology, including the internet, to produce, publish, and update individual or shared writing products, linking to other information and displaying information flexibly and dynamically.
12.W.6	Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.	
	12.W.6.1	Conduct sustained research projects to answer a question (including a self-generated question) or to solve a problem or job/university inquiry. Synthesize multiple reliable sources to demonstrate knowledge on the subject.
12.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	12.W.7.1	Cite evidence from literary or informational texts to support analysis, reflection, and research.
12.W.8	Write routinely over short and extended periods of time for a variety of tasks, purposes, and audiences.	
	12.W.8.1	Write routinely for a variety of discipline-specific tasks, formal and informal purposes, and audiences, demonstrating research, reflection, and revision (e.g., integrating technology or digital/print resources).

TWELFTH GRADE			
Language		The Language Standard is presented as a summary of the skills and abilities that support the understanding of essential rules of written and spoken English. The vocabulary focuses on understanding and acquiring new general, academic, and content-specific words and phrases.	
12.LA.1		Demonstrate command of English grammar and usage conventions.	
	12.LA.1.1	Demonstrate command of English grammar and usage conventions when writing and speaking.	
		12.LA.1.1a	Apply different types of sentences in various contexts. Assess various grammar and usage texts and online resources. Analyze subject-verb agreement and parallel structure.
		12.LA.1.1b	Express thoughts in grammatically correct sentences and phrases in both oral and written form. +
		12.LA.1.1c	Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases. +
		12.LA.1.1d	Recognize grammatical modifications for stylistic reasons. +
		12.LA.1.1e	Identify, analyze, synthesize, and use diverse syntactic and semantic language structures in context. +
12.LA.2		Apply appropriate English capitalization, punctuation, and spelling conventions.	
	12.LA.2.1	Demonstrate command of English capitalization, punctuation, and spelling conventions when writing.	
		12.LA.2.1a	Use punctuation marks correctly. Observe hyphenation conventions.
		12.LA.2.1b	Spell correctly.
12.LA.3		Demonstrate understanding of how language functions in different contexts, making effective choices for meaning, style, and comprehension.	

TWELFTH GRADE		
	12.LA.3.1	Apply knowledge of language to understand how it functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	12.LA.3.1a	Apply varied syntax rules for effect, consulting references for guidance as needed.
	12.LA.3.1b	Apply knowledge of verb tenses (e.g., simple present, present progressive, simple past, past progressive, future, future progressive, and present perfect, including irregular verbs).
	12.LA.3.1c	Apply knowledge of active/passive voice. +
	12.LA.3.1d	Apply knowledge of subjunctive mood. +
	12.LA.3.1e	Apply knowledge of verb tense sequence (e.g., compound/complex sentences). +
	12.LA.3.1f	Apply knowledge of verbals (e.g., infinitives, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (e.g., can, could, shall, should, will, would, must, have to, may, might, ought to). +
	12.LA.3.1g	Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order). +
	12.LA.3.1h	Apply knowledge of tag questions and direct/indirect questions. +
	12.LA.3.1i	Apply knowledge of comparative and superlative adjectives and adverbs. +
	12.LA.3.1j	Apply knowledge of connecting words and expressions (e.g., coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions). +
	12.LA.3.1k	Apply knowledge of prepositions and prepositional phrases.
12.LA.4	Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.	

TWELFTH GRADE		
	12.LA.4.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.
	12.LA.4.1a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	12.LA.4.1b	Correctly identify and use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive/conception/conceivable).
	12.LA.4.1c	Consult general and specialized reference materials (e.g., college-level dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and usage.
	12.LA.4.1d	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).
12.LA.5	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.	
	12.LA.5.1	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
	12.LA.5.1a	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.
	12.LA.5.1b	Analyze differences in the meanings of words with similar denotations and connotations.
12.LA.6	Accurately use a variety of social, academic, and content-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	
	12.LA.6.1	Accurately use general, academic, and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level. Demonstrate independence when using a word or phrase important to comprehension or expression.

GLOSSARY

- Academic Content Standard:
 - The skills and knowledge expected of the students in the core content areas for each subject material.

- Academic Language:
 - The vocabulary and lexical tools that students need for speaking, reading. The oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment; revolves around meaningful application of specific criteria related to linguistic Complexity at the discourse level

- Auditory Discrimination:
 - The ability to detect a difference between sounds (usually speech sounds)

- Aural:
 - Related to the ear or to the sense of hearing.

- Automaticity:
 - Refers to decoding that is rapid, accurate, and effortless; develops through extensive practice decoding words.

- Balanced Literacy:
 - Balanced Literacy is a methodology that integrates various modalities of literacy instruction. Assessment based planning at the core of each model.

- Blending:
 - Combining separate spoken phonemes onsets or rhymes to create words.

- Cognates:
 - Words similar in two or more languages as a result of common descent.

- Cohesive Devices:
 - Words or phrases that show the relationship between paragraphs or sections of a text or speech.

- Consonant clusters:
 - A group of consonants that have no intervening vowel (“spr” in spring).

- Consonant digraphs:
 - Two adjacent consonant letters that represent a single speech sound (e.g., “sh” in shore).

- College Career Readiness:
 - **(CCR)** Acquired knowledge related to the Educational Standards, reading/language arts, mathematics, and technical skills, needed to succeed in Postsecondary education which provides the foundational skills to become a competent individual in the workplace.

- Complex Sentence:
 - One independent clause joined by one or more dependent clauses with a subordinator such as; because, since, after, although, or when or a relative pronoun, such as; who, or which.

- Cues:
 - Sources of information used by readers or listeners to construct meaning

- Compound Sentence:
 - Two or more independent clauses joined by coordinating conjunction (e.g., School started today; the students were excited”).

- Conjunction:
 - A word used to connect clauses or sentences or to coordinate words in the same clause. (e.g., and, but, if)

- Connotative:
 - A word or Expression culturally or emotionally associated to the word defined.

- CVC Words:
 - Consonant Vowel Consonant: (cat)

- Denotative:
 - It is literal and dictionary meaning of a word.

- Differentiated Instruction:
 - This approach emphasizes in Lesson Planning in the ESL classroom while considering and integrating each student's special needs:
 - Considers different learning styles
 - It allows teacher to apply different intervention models in the teaching and learning process
 - Acknowledges students' diversity.

- Discourse:
 - Extended oral or written language conveying multiple connected ideas; its language feature especially of people or events studied.

- Expectation:
 - The highest level of academic performance to be achieved by a student.

- Fluency:
 - The ability to *read* with speed, accuracy, and proper expression.

- Foundational Skills:
 - Basic Ideas, principles and facts that should be mastered before becoming lifelong readers.

- Framework:
 - See standards framework.

- Genres:
 - Socially –defined ways in which language (e.g., oral and written) is used to participate in particular context to serve specific purposes.

- Graphemes:
 - A grapheme is the smallest part of written language that represents a phoneme in the spelling of a word.

- Guided Reading:
 - The strategy whereby a teacher "guides" small groups of students through the text for the purpose of predicting, assisting in comprehension, focusing upon specific skills, and/or coaching the use of various reading strategies which will make the reading effort more successful.

- Homographs:
 - Words that are written identically but have a different pronunciation and meaning.

- Homophones:
 - Words that sound the same as other words but is different in spelling and/or meaning (to, too, and two).

- Idioms:
 - An expression with a meaning that cannot be guessed at or derived from the meanings of the individual words that form it (“To have a chip on one's shoulder” is of U.S. origin).

- Indicator:
 - An indicator is measurement or value of what something is like.

- Inflectional ending:
 - The change of form that words undergo to mark distinctions such as number and tense (-ie, -ing, -s, -es).

- Informational Text:
 - Nonfictional resources text which have key points organized in such a way that make it easy for readers to find information.

- Instructional Language:
 - The language that typifies classroom discourse from teacher to teacher across.

- Intervention:
 - Involvement in a situation or condition that requires changes and improvement

- Intonation:
 - The distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences, e. g., “Open your books to page____.”

- Language:
 - The means and usage of human spoken and written structures. Focuses on the correct use of word and phrases.

- Literacy:
 - The ability to interpret a written text.

- Literary Text:
 - A wide variety of imaginative and creative writing that leads to the appreciation of the cultural heritages of students.

- Learning Progression Frameworks:
 - (LPF) Present a broad description of the essential content and general sequencing for student learning and skill development.

- L1.
 - The first language a student acquires, usually before a home language, other than English. Although for some English Language Learners, **L2** (English) may developed alongside **L1**.

- L2.
 - The second Language a student acquires; usually refers to English as an additional Language

- Performance Indicator:
 - Specific Level of English Language Domain within a grade or grade level cluster.

- Phonemes:
 - The smallest part of spoken language (The word check has four phonemes /ch/ /e/ /k/).

- Phonemic Awareness:
 - The ability to pick out and manipulate sounds in spoken words.

- Phonics:
 - The relationship between sounds and the spelling patterns that are used to represent them in print.

- Phonograms:
 - A succession of orthographic letters that occurs with the same phonetic value in several words (“ight” in bright, fight, and flight).

- Print Concepts:
 - The features of print and how it works.

- Process:
 - Is a series of progressive and independent steps to something that goes on or takes place; e.g. teaching and learning.

- Prompt:
 - Prose, or writing, that is based on true facts and designed to explain.

- Standards and Expectations for the English Program:
 - The skills and knowledge expected from students in English Language Arts.

- Reading Informational Text:
 - Designed to communicate factual information rather than to tell a narrative. I.T. enables individuals to experience language and content simultaneously.

- Readiness:
 - State of being ready and able to do something that might or will happen and accept the challenge.

- Realia:
 - Objects or activities used to relate classroom teaching to the real life especially of people or events studied.

- Relevance:
 - Describes how closely the content of an informational source or topic.

- Rhyme:
 - The part of a syllable that contains a vowel and all that follows it.

- **Rigor:**
 - An increasing level of difficulty designed to provide a learning experience.

- **Rubric:**
 - The guide used to score performance assessments in a reliable and fair manner.

- **Scaffolding:**
 - Careful shaping of the supports used to build on students already acquired skills, and knowledge to support the progress from to level to level of language proficiency.

- **Shared Reading:**
 - Reading with your students and guiding them to actively engage in the shoulder (is of U.S. origin).

- **Socio-cultural context:**
 - The association of language with the culture and society in which it is used; in reference to schooling, understandings of Socio-cultural context revolve around the interaction between the students and reading/language environment.

- **Sophistication:**
 - The quality of knowing and understanding a lot about a specific subject.

- **Standards:**
 - Academic Principles that established the framework of the Educational System.

- Standards Based Education (SBE)
 - 1. Standards Based Learning provides the foundation for 21st Century Learning Opportunities that prepare students for today, tomorrow and the future
 - 2. Provides a fair and objective way to evaluate students based on what they have learned while providing appropriate level of challenge and rigor.
 - 3. Gives teachers a powerful system for teaching.

- Substitution:
 - Enciphering by replacing one letter by another.

- Syllabication:
 - The act, process, or method of forming or dividing words into syllables.

- Text Complexity:
 - the inherent difficulty of reading and comprehending a text combined with consideration of reader and tasks variables, and standards, a three part assessment of text difficulty that pairs qualitative and quantity measures with reader task consideration

- Text Types:
 - Textual Types referring to the following four basic aspects of writing: descriptive, narrative, expository, and argumentative text.

- **Tone:**
 - The quality of a piece of writing that demonstrates the attitudes, feelings, upon specific skills, and/or coaching the use of various reading strategies valid manner. It is generally composed of dimensions for judging student value in several words (“ight” in bright, fight, and flight).

- **VCCV:**
 - Pattern: Vowel-consonant-consonant-vowel pattern.

- **VCV:**
 - Pattern Vowel-consonant-vowel.

- **Voice:**
 - Means by which something is expressed.

- **Vowel:**
 - -consonant-vowel pattern.

- **WIDA ELD:**
 - *World Class Instructional Design and Assessments of the English Language Development Standards (2012).*

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