

Grade 2

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard ELA 2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- a. Infer the main idea and supporting details in narrative texts.

Objectives:

ELA 2.1.1: Ask and answer questions about key details in a text.

- Identify key details

ELA 2.1.3: With prompting and support, ask and answer questions about key details in text.

ELA 2.1.4: Answer “wh” and “how” questions to organize thoughts about the text.

Examples: who, what, when, where, why

- Understand and use who, what, where, when, why and how to ask questions about key details

Standard ELA 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Objectives:

ELA 2.2.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELA 2.2.3: With prompting and support, demonstrate understanding of the central message.

- Identify challenges faced by characters

ELA 2.2.5: Identify the beginning, middle, and end of a story.

- Recount stories

Standard ELA 2.3: Describe how characters in a story respond to major events and challenges.

Objectives:

ELA 2.3.1: Describe characters, settings, and major events in a story, using key details.

- Identify challenges faced by characters

ELA 2.3.2: Identify characters, settings, and major events in a story.

Craft and Structure

Standard ELA 2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Objectives:

ELA 2.4.3: Identify the concept of alliteration.

ELA 2.4.4: Repeat words and phrases with regular beats, alliteration, rhymes, and repeated lines in stories, poems, or songs.

- Identify examples of an author's use of words and phrases to create rhythm
- Identify examples of an author's use of words and phrases to create meaning

Standard ELA 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Objectives:

ELA 2.5.2: Identify the beginning, middle, and end of a story.

- Recognize story structure
- Retell a beginning of a story
- Retell an ending of a story

ELA 2.5.3: Sequence events.

Standard ELA 2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Explain differences in point of view between characters.

Objectives:

ELA 2.6.1: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELA 2.6.3: With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas

Standard ELA 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Objectives:

ELA 2.7.2: Sequence the events in a story.

ELA 2.7.3: Use illustrations and details in a story to describe its characters, setting, or events.

- Explain characters, setting, or plot based on information from text and illustrations.

Standard ELA 2.8: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Objectives:

ELA 2.8.2: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

- Discussion of basic story elements (plot, characters, setting, etc.)

ELA 2.8.3: Identify same and different.

Range of Reading and Level of Text Complexity

Standard ELA 2.9: By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 2.9.2: Read emergent-reader texts with purpose and understanding.

ELA 2.9.3: Actively engage in group reading activities with purpose and understanding.

- Engage with and appreciate appropriately complex texts through deep thinking and active collaborating with others about texts

Reading Standards for Informational Text

Key Ideas and Details

Standard ELA 2.10: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Objectives:

ELA 2.10.1: Ask and answer questions about key details in a text.

- Ask and answer questions to comprehend and monitor understanding
- Identify key details.

ELA 2.10.2: With prompting and support, ask and answer questions about key details in a text.

- Understand and use *who*, *what*, *where*, *when*, *why*, and *how* to ask questions about key details.

Standard ELA 2.11: Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.

Objectives:

ELA 2.11.2: With prompting and support, identify the main topic and retell key details of a text.

- Identify the main ideas of each paragraph of a multiparagraph text
- identify the big idea of a multiparagraph text.

Standard ELA 2.12: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Objectives:

ELA 2.12.2: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

- Describe connections between ideas in a text.

Craft and Structure

Standard ELA 2.13: Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*.

Objectives:

ELA 2.13.1: Determine features in the text that help locate important information about what you are reading.

Example: heading, glossary, bold words.

- Use features of a text to determine the meaning of unfamiliar words and phrases

ELA 2.13.3: With prompting and support, ask and answer questions about unknown words in a text.

- Use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases

Standard ELA 2.14: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Objectives:

ELA 2.14.1: Know and use headings, tables of contents, glossaries, electronic menus, icons to locate key facts or information in a text.

- Efficiently use various text features to locate key facts or information in a text.

ELA 2.14.2: Locate various text features.

ELA 2.14.3: Recall information from illustrations or text.

Standard ELA 2.15: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Objectives:

ELA 2.15.1: Use the illustrations and details in a text to describe its key ideas.

- Identify the main purpose of a text

Integration of Knowledge and Ideas

Standard ELA 2.16: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Objectives:

ELA 2.16.1: Use diagrams, charts, and other specific images to gain information from a text.

- Use images to clarify understanding of a text

ELA 2.16.2: Locate diagrams, charts, and other specific images to gain information from a text.

Standard ELA 2.17: Describe how reasons support specific points the author makes in a text.

Objectives:

ELA 2.17.1: Identify the reasons an author gives to support the points in a text.

ELA 2.17.2: With prompting and support, identify the reasons an author gives to support points in a text.

Standard ELA 2.18: Compare and contrast the most important points presented by two texts on the same topic.

Objectives:

ELA 2.18.2: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Compare and contrast two or more texts about the same topic by discussing the most important points of each text.

Range of Reading and Level of Text Complexity

Standard ELA 2.19: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 2.19.1: With prompting and support, read informational texts appropriately complex for Grade 1.

- Make meaning from difficult informational texts

ELA 2.19.4: Listen to informational text read aloud.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Standard ELA 2.20: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
 - Recognize and read common vowel teams in words.
- c. Decode regularly spelled two-syllable words with long vowels.
 - Read regularly spelled two-syllable words.
- d. Read/Decode words with common prefixes and suffixes.

Objectives:

ELA 2.20a.2: Reproduce the long and short sounds of the five major vowels.

ELA 2.20a.3: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

ELA 2.20b.1: Know and use final -e and common vowel team conventions for representing long vowel sounds.

ELA 2.20b.2: Identify the long vowel sounds of the five common vowels.

ELA 2.20b.3: Segment words with long vowel sounds.

ELA 2.20c.1: Decode two-syllable words with short vowels.

- Decode two-syllable words by following basic patterns and breaking the words into syllables.

ELA 2.20c.2: Decode regularly spelled one-syllable words.

ELA 2.20d.1: Read words with inflectional endings.

ELA 2.20d.2: Identify inflectional endings.

ELA 2.20f.3: Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Fluency

Standard ELA 2.21: Read with sufficient accuracy and fluency to support comprehension.

- Read with purpose and understanding.
- Read orally with accuracy
- Read orally with expression
- Use context to aide in word recognition

Objectives:

ELA 2.21.1: Read with sufficient accuracy and fluency to support comprehension on a First Grade level.

ELA 2.21.2: Read with sufficient accuracy and fluency to support comprehension with emergent-reader text.

ELA 2.21.3: Read phrases and simple sentences with sufficient accuracy and fluency.

ELA 2.21.4: Read high-frequency words with sufficient accuracy and fluency.

ELA 2.21.5: Read CVC words with sufficient accuracy and fluency.

Writing Standards

Text Types and Purposes

Standard ELA 2.22: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons and provide a concluding statement or section.

Objectives:

ELA 2.22.1: Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- Select a topic for original writing

- Form an opinion about the topic
- Supply reasons to support the opinion
- Write with a predictable structure (introduction with statement of topic and opinion, reasons to support including statement or section)

ELA 2.22.6: Express opinion and ideas verbally.

Standard ELA 2.23: Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Objectives:

ELA 2.23.1: Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Select a topic for original writing
- Select facts and definitions to develop points
- Write informative/explanatory pieces

ELA 2.23.3: Differentiate between fact and opinion.

ELA 2.23.4: Write simple sentences that convey meaning.

Standard ELA 2.24: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Objectives:

ELA 2.24.2: Write simple sentences that convey meaning to recount one sequenced event.

ELA 2.24.3: Use temporal words with pictures to demonstrate order of events.

Example: When riding a bike, there is a stop sign ahead, what will you do **when** you get there? If you do not stop, **then** what will happen?

- Use descriptive actions, thoughts, and feelings

Production and Distribution of Writing

Standard ELA 2.25: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Objectives:

ELA 2.25.2: Recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.

ELA 2.25.3: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELA 2.25.4: Write simple sentences that convey meaning.

Standard ELA 2.26: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Objectives:

ELA 2.26.1: Explore with (adult) guidance and support the use of technology and keyboarding.

- Use a variety of digital tools to produce and publish writing

Research to Build and Present Knowledge

Standard ELA 2.27: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Objectives:

ELA 2.27.1: Write simple sentences on-topic.

ELA 2.27.5: Discuss shared research and writing projects.

- Actively participate in shared research and writing processes
- Find several books about a single topic
- Produce report to summarize findings

Standard ELA 2.28: Recall information from experiences or gather information from provided sources to answer a question.

Objectives:

ELA 2.28.1: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Respond to a question using recalled information from experiences or gathered information from provided sources.

Speaking and Listening Standards

Comprehension and Collaboration

Standard ELA 2.29: Participate in collaborative conversations with diverse partners about *Grade 2 topics and texts* with peers and adults in small and larger groups.

Objectives:

ELA 2.29.1: Participate in collaborative conversations with diverse partners about *Grade 1 topics and texts* with peers and adults in small and larger groups.

- Listen attentively to conversations about grade 2 topics and texts
- Peaking
- Converse with peers and adults

Standard ELA 2.30: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Objectives:

ELA 2.30.2: Recount or describe details about what they heard.

- Recount or describe key ideas or details from text read aloud or information presented orally or through other media.

Standard ELA 2.31: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Objectives:

ELA 2.31.3: With assistance and/or prompting ask questions.

- Ask questions using appropriate language and etiquette

ELA 2.31.4: Respond to questions presented with prompts.

Presentation of Knowledge and Ideas

Standard ELA 2.32: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Objectives:

ELA 2.32.3: Describe actions.

ELA 2.32.4: Describe objects.

ELA 2.32.5: Describe people.

Standard ELA 2.34: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations).

Objectives:

ELA 2.34.2: Use four-to-five word phrases when appropriate to task and situation.

- Verbally produce complete sentences

Language Standards

Conventions of Standard English

Standard ELA 2.35: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Use a variety of nouns correctly (collective, irregular, plural)

Objectives:

ELA 2.35.2: Match verb forms to pictures.

ELA 2.35.3: Choose the appropriate adjective or adverb that fits in a sentence.

ELA 2.35.5: Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications.

Standard ELA 2.36: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 2.36a.1: Use proper nouns when writing.

- Capitalize holidays

Objectives:

ELA 2.36d.1: Know and spell final –e and common words with vowel diagraphs.

ELA 2.36d.2: Know and spell common consonant diagraphs.

Vocabulary Acquisition and Use

Standard ELA 2.38: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.

ELA 2.38b.1: Use pictures to demonstrate the meaning of words formed when a known prefix is added to another known word.

- Determine the meaning of a word when a known prefix is added to a known word

ELA 2.38b.2: State definitions of common prefixes.

ELA 2.38c.1: Use pictures to compare words with the same root word.

ELA 2.38c.2: Locate the root word in unknown words.

- Identify root words and use them as clues to unknown words with the same roots

ELA 2.38d.1: Use pictures to infer meaning of compound words.

- Predict the meaning of compound words by drawing upon the meaning of individual words.

ELA 2.38d.2: Use pictures to form compound words.

Standard ELA 2.40: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Objectives:

ELA 2.40.1: With prompting and support, write sentences using correct adjectives.

- Appropriately use adjectives to describe.

ELA 2.40.2: Choose correct adjective

ELA 2.40.3: Engage in conversation accurately utilizing adjectives and adverbs.

- Learn new words and phrases in a variety of ways (conversation, reading, being read to, responding to text)

Grade 3

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard ELA 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objectives:

ELA 3.1.2: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Identify key details

ELA 3.1.3: Ask and answer questions about key details in a text.

- Use original language to answer questions about key details

Standard ELA 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Objectives:

ELA 3.2.3: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Recount stories
- Determine central message

ELA 3.2.5: Identify the beginning, middle, and end of a story.

Standard ELA 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Objectives:

ELA 3.3.1: Define traits and motivations.

ELA 3.3.2: Describe how characters in a story respond to major events and challenges.

- Explain relationship between actions of characters and a story's sequence of events (cause and effect)

ELA 3.3.3: Describe characters, settings, and major events in a story, using key details.

- Describe characters

ELA 3.3.4: Identify main/supporting characters and setting in a story.

ELA 3.3.5: Sequence events from a story.

Craft and Structure

Standard ELA 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Objectives:

ELA 3.4.2: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Determine meaning of unfamiliar words and phrases based on how they are used in a text

ELA 3.4.3: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELA 3.4.4: Participate in choral readings.

Standard ELA 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Objectives:

ELA 3.5.1: Define scene, stanza, and drama.

ELA 3.5.4: Identify the parts of a story (*e.g. problem, solution, or plot*).

ELA 3.5.5: Describe the beginning, middle, and end of a story.

- Use appropriate vocabulary to refer to parts of a text (such as chapter, scene, stanza)

Standard ELA 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Objectives:

ELA 3.6.3: Identify who is telling the story at various points in a text.

- Explain how his/her point of view differs from that of the narrator or characters

Integration of Knowledge and Ideas

Standard ELA 3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Objectives:

ELA 3.7.2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

ELA 3.7.3: Use illustrations and details in a story to describe its characters, setting, or events.

- Explain how illustrations create mood or emphasize character or setting

ELA 3.7.4: Identify characters, setting and events of the story.

ELA 3.7.5: With guidance and support, identify characters, setting and events of the story.

ELA 3.7.6: Identify characters, setting, and mood from an illustration.

- Explain how words create mood or emphasize character or setting

Standard ELA 3.8: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Objectives:

ELA 3.8.2: Identify theme, character, setting, and plot.

ELA 3.8.3: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- Compare and contrast books from a series including:
 - Discussion of setting
 - Discussion of plot
 - Discussion of theme

Range of Reading and Level of Text Complexity

Standard ELA 3.9: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Objectives:

ELA 3.9.2: With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

- Engage with and appreciate appropriately complex texts

ELA 3.9.3: Participate in choral readings.

Reading Standards for Informational Text

Key Ideas and Details

Standard ELA 3.10: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objectives:

ELA 3.10.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Ask and answer questions to comprehend and monitor understanding
- Identify key detail
- Ask questions about key details

ELA 3.10.2: Ask and answer questions in complete sentences.

ELA 3.10.3: With guidance and support, ask and answer questions in complete sentences.

ELA 3.10.4: Distinguish between a question and a statement.

Standard ELA 3.11: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Objectives:

ELA 3.11.2: Identify the main idea and retell key details of a text.

- Identify a main idea from a text
- Explain relationship between main ideas and supporting details

ELA 3.11.3: Identify key details of a text.

Standard ELA 3.12: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Objectives:

ELA 3.12.3: Explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (e.g. *first, next, then, and last*).

- Use language appropriate to text structure (time, sequence, or cause/effect)

Craft and Structure

Standard ELA 3.13: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*.

Objectives:

ELA 3.13.1: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 2 topic or subject area*.

Examples: Use context clues; Look up words online or in a dictionary.

- Distinguish between domain-specific and academic words
- Identify unfamiliar words and phrases
- Use features of a text to determine the meaning of unfamiliar words and phrases
- Use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases

Standard ELA 3.14: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Objectives:

ELA 3.14.1: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELA 3.14.2: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- Efficiently use various text features and search tools to locate information relevant to a given topic

ELA 3.14.3: Locate various text features.

Standard ELA 3.15: Distinguish their own point of view from that of the author of a text.

Objectives:

ELA 3.15.1: Define point of view and author's purpose.

ELA 3.15.3: Compare point of view on topics or issues with a classmate.

- Explain how his/her point of view differs from that of the author

Integration of Knowledge and Ideas

Standard ELA 3.16: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Objectives:

ELA 3.16.2: Use diagrams, charts, and other specific images to gain information from a text.

- Understand a text because of information gained through words

Standard ELA 3.17: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).

Objectives:

ELA 3.17.2: Identify the reasons an author gives to support points in a text.

- Describe the logical connection between sentences within a paragraph

ELA 3.17.3: Sequence events in a story, including beginning and ending.

Standard ELA 3.18: Compare and contrast the most important points and key details presented in two texts on the same topic.

Objectives:

ELA 3.18.2: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

- Compare and contrast two or more texts about the same topic by discussing the most important points and key details of each text.

Range of Reading and Level of Text Complexity

Standard ELA 3.19: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Objectives:

ELA 3.19.2: With guidance and support, read informational texts appropriately complex for Grade 1.

- Make meaning from difficult informational texts – engage with and appreciate appropriately complex texts

ELA 3.19.3: Answer comprehension questions related to text.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Standard ELA 3.20: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Objectives:

ELA 3.20.1: Distinguish long and short vowels when reading regularly spelled one-syllable words.

ELA 3.20.2: Know spelling-sound correspondences for additional common vowel teams.

ELA 3.20.3: Decode regularly spelled two-syllable words with long vowels.

- Read multi-syllable words

ELA 3.20.4: Decode words with common prefixes and suffixes.

- read words with common prefixes and suffices

ELA 3.20.7: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ELA 3.20.8: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELA 3.20.9: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Fluency

Standard ELA 3.21: Read with sufficient accuracy and fluency to support comprehension.

- Read with purpose and understanding
- Recover if they make a mistake (self-correct)
- Make appropriate changes in voice, pitch, and expression while reading orally

Objectives:

ELA 3.21.3: Retell text read to confirm comprehension.

- Use context to aid in word recognition

ELA 3.21.4: Recognize first and/or second grade sight words independently.

- Read orally with accuracy

ELA 3.21.6: Recognize pre-primer/primer sight words independently.

ELA 3.21.9: Decode regularly spelled multi-syllabic words with short and long vowels with prompting.

Writing Standards

Text Types and Purposes

Standard ELA 3.22: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- b. Provide reasons that support the opinion.

Objectives:

ELA 3.22.2: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

- Develop a point of view
- Supply reasons to support the opinion
- With a predictable structure (introduction with statement of topic and opinion, reasons to support, an organizational structure, and concluding statement or section)

ELA 3.22.3: Differentiate between fact and opinion.

ELA 3.22.6: Write sentences with correct capitalization and punctuation.

Standard ELA 3.23: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

Objectives:

ELA 3.23.2: Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Write informative/explanatory pieces with a predictable structure (introduce topic, develop topic through facts, definitions, and details, and concluding statement)
- Use facts, definitions, and details to develop topics
- Arrange related information together

ELA 3.23.5: Write sentences with correct capitalization and punctuation.

Standard ELA 3.24: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally.
- c. Provide a sense of closure.

Objectives:

ELA 3.24.2: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

- Students are able to write a narrative including:
 - Real or imagined experiences or events
 - A narrator and/or characters
 - A sense of closure

ELA 3.24.4: Write a story with a clear beginning, middle, and end.

ELA 3.24.7: Sequence events in the order in which they occurred.

Production and Distribution of Writing

Standard ELA 3.25: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 22-24 above).

Objectives:

ELA 3.25.2: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Use guidance and support from adults to improve writing

ELA 3.25.4: Organize sentences into a paragraph to address a topic or tell a story.

- Organize thoughts in a way appropriate to task and purpose

ELA 3.25.5: Organize words into sentences.

ELA 3.25.7: Write a complete sentence using correct spelling, capitalization, and punctuation.

Standard ELA 3.26: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3).

Objectives:

ELA 3.26.2: With guidance and assistance from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- Use adult and peer guidance and support to strengthen writing

ELA 3.26.3: Organize sentences into a paragraph to address a topic or tell a story.

ELA 3.26.5: Organize words into sentences.

ELA 3.26.6: Write a complete sentence using correct spelling, capitalization, and punctuation.

Standard ELA 3.27: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Objectives:

ELA 3.27.1: Discuss and utilize a variety of digital tools and programs to produce and publish words, sentences and paragraphs.

- Use adult guidance and support
- Use technology to produce and publish writing

Research to Build and Present Knowledge

Standard ELA 3.28: Conduct short research projects that build knowledge about a topic.

- Select a topic for short research

Objectives:

ELA 3.28.2: Interpret information from simple charts, maps, graphs and directions.

ELA 3.28.3: Generate oral and written questions to gather information.

ELA 3.28.5: Use print or digital reference materials (e.g., *informational texts and/or literature*) to locate information.

- Locate resources to learn about topic

ELA 3.28.9: Locate print and non-print resources for information.

ELA 3.28.10: Recall and share knowledge from own background.

- Use a graphic organizer to record thoughts
- Build knowledge about a topic through research

Standard ELA 3.29: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- Recall information from experience

Objectives:

ELA 3.29.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Locate print and digital sources
- Take brief notes on sources

ELA 3.29.3: Recall information from experiences or gather information from provided sources to answer a question.

ELA 3.29.4: With guidance and support from adults, ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELA 3.29.7: Select the appropriate source of information pertaining to the research topic.

- Sort evidence into provided categories

ELA 3.29.8: Locate bold-faced and italicized words to identify essential information.

Range of Writing

Standard ELA 3.30: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

ELA 3.30.1: Write in journals following teacher guidelines.

Examples: subject journals, story starters, open-ended questions.

ELA 3.30.2: Participate in guided writing (e.g. *anchor charts, teacher modeling*).

ELA 3.30.4: Write words and sentences legibly with proper spacing.

Speaking and Listening Standards

Comprehension and Collaboration

Standard ELA 3.31: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 3.31.5: Select appropriate voice tone, gestures, and facial expressions to enhance meaning.

ELA 3.31.6: Reproduce appropriate turn-taking skills in conversations and discussions.

- Add to discussions about grade 3 topics and texts
- Take turns speaking
- Participate in teacher-led discussions

ELA 3.31.7: Listen to speaker without interruption.

- Listen attentively to discussion about grade 3 topics and texts

Standard ELA 3.32: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives:

ELA 3.32.5: Follow 2- and 3-step directions.

Standard ELA 3.33: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Objectives:

ELA 3.33.4: Produce complete sentences when speaking.

ELA 3.33.5: Use appropriate grammar when speaking.

Presentation of Knowledge and Ideas

Standard ELA 3.34: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Objectives:

ELA 3.34.3: Use descriptive words to express action when speaking.

- Clearly convey appropriate facts to the audience
- Clearly convey relevant, descriptive details to the audience

ELA 3.34.6: Speak slowly and clearly at a pace appropriate for situation.

Language Standards

Conventions of Standard English

Standard ELA 3.37: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Objectives:

ELA 3.37.3: Define regular and irregular verbs or nouns.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences
- Use nouns
- Use verbs

ELA 3.37.10: Use adjectives and adverbs and choose between them depending on what is to be modified.

- Use adjectives and adverbs

Standard ELA 3.38: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 3.38.3: Form uppercase and lowercase letters in cursive or manuscript.

ELA 3.38.9: Use complete sentences and correct end punctuation.

Vocabulary Acquisition and Use

Standard ELA 3.40: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 3.40.2: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

- Determine the meaning of a word when a known affix is added to a known word

ELA 3.40.3: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

- Identify root words and use them as clues to unknown words with the same roots

Standard ELA 3.41: Demonstrate understanding of word relationships and nuances in word meanings.

Objectives:

ELA 3.41.1: Identify multiple-meaning words and their uses.

ELA 3.41.3: Sort and categorize words by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

- Distinguish shades of meaning among related words that describe degrees of certainty

Standard ELA 3.42: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Objectives:

ELA 3.42.5: Connect new vocabulary with prior life or educational experiences.

ELA 3.42.6: Spontaneously name pictures, objects, or actions.

Grade 4

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard ELA 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objectives:

ELA 4.1.4: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELA 4.1.5: Ask and answer questions about key details in a text.

- Provide details and examples from text to support inferences

Standard ELA 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Objectives:

ELA 4.2.4: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Standard ELA 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (*e.g., a character's thoughts, words, or actions*).

Objectives:

ELA 4.3.4: Describe characters, settings, and major events in a story, using key details.

- Describe in-depth a character
- Describe in-depth a setting
- Describe in-depth an event

Craft and Structure

Standard ELA 4.5: Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (*e.g., verse, rhythm, meter*) and drama (*e.g., casts of characters, settings, descriptions, dialogue, stage directions*) when writing or speaking about a text.

Objectives:

ELA 4.5.6: Identify a poem, a drama, and a piece of prose.

Standard ELA 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Objectives:

ELA 4.6.4: Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

Standard ELA 4.8: 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.

Objectives:

ELA 4.8.5: Identify similarities and differences in stories.

Range of Reading and Level of Text Complexity

Standard ELA 4.9: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 4.9.1: Read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

ELA 4.9.2: Read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA 4.9.3: With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Reading Standards for Informational Text

Key Ideas and Details

Standard ELA 4.10: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objectives:

ELA 4.10.2: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Standard ELA 4.11: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Objectives:**ELA 4.11.3:** Identify key details of a text.

Standard ELA 4.12: 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.

- Explain what happened in a text

Craft and Structure

Standard ELA 4.14: Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.

- Identify the structure used to organize a text or part of a text

Integration of Knowledge and Ideas

Standard ELA 4.16: 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 text in which it appears.

- Interpret information presented visually

Range of Reading and Level of Text Complexity

Standard ELA 4.19: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 4.19.1: Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

ELA 4.19.2: Read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Make meaning from difficult informational texts

Reading Standards: Foundational Skills

Phonics and Word Recognition

Standard ELA 4.20: Know and apply grade-level phonics and word analysis skills in decoding words.

Objectives:

ELA 4.20.1: Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode multisyllabic words and words with common Latin suffixes and prefixes.
 - Apply letter sound correspondences

ELA 4.20.2: Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Apply syllabication patterns
- Accurately read unfamiliar multisyllabic words in and out of context

Fluency

Standard ELA 4.21: Read with sufficient accuracy and fluency to support comprehension.

Objectives:

ELA 4.21.4: Recognize second and/or third grade sight words independently.

ELA 4.21.5: Recognize second and/or third grade sight words with scaffolding.

ELA 4.21.6: Recognize first/second grade sight words independently.

ELA 4.21.7: Recognize first/second grade sight words with scaffolding.

Writing Standards

Text Types and Purposes

Standard ELA 4.22: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Objectives:

ELA 4.22.4: Provide reasons that support the opinion.

- Supply reasons, information, facts, and details to support the opinion

ELA 4.22.8: Write sentences with correct capitalization and punctuation.

Standard ELA 4.23: Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Objectives:

ELA 4.23.2: Develop the topic with facts, definitions, and details.

Standard ELA 4.24: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objectives:

ELA 4.24.4: Write using correct order of events.

ELA 4.24.7: Write a story with a clear beginning, middle and end.

Production and Distribution of Writing

Standard ELA 4.25: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above).

- Adapt writing to fulfill a specific purpose

Standard 4.26: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Objectives:

ELA 4.26.2: Organize words into sentences.

Standard ELA 4.27: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- Use technology to produce sentences

Research to Build and Present Knowledge

Standard ELA 4.28: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Objectives:

ELA 4.28.6: Select information from print and non-print resources pertaining to the topic.

- Locate resources to learn about topic

Standard ELA 4.29: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Objectives:

ELA 4.29.5: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA 4.29.6: List key concepts from the texts.

Standard ELA 4.30: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives:

ELA 4.30.6: Identify the relevant information/facts requested in open-ended questions.

Range of Writing

Standard ELA 4.31: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

ELA 4.31.1: Write in journals following teacher guidelines.

Examples: subject journals, story starters, open-ended questions.

Speaking and Listening Standards

Comprehension and Collaboration

Standard ELA 4.32: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 4.32.7: Reproduce appropriate turn-taking skills in conversations.

- Follow agreed-upon rules for discussion
- Explain their own ideas

ELA 4.32.8: Listen to speaker without interruption.

- Listen attentively

Standard ELA 4.33: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives:

ELA 4.33.8: Restate information read aloud from a text.

- Paraphrase portions of a text read aloud

Standard ELA 4.34: Identify the reasons and evidence a speaker provides to support particular points.

Objectives:

ELA 4.34.1: Identify a speaker's main points.

- Listen attentively to a speaker and explain the speaker's key points.

Presentation of Knowledge and Ideas

Standard ELA 4.35: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objectives:

ELA 4.35.1: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Standard ELA 4.36: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Objectives:

ELA 4.36.2: Add drawings or other visual displays to stories

LANGUAGE STANDARDS

Conventions of Standard English

Standard ELA 4.38: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Objectives:

ELA 4.38.4: Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

- Vary verb tenses

Standard ELA 4.39: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 4.39.1: Capitalize proper nouns, and appropriate words in titles.

- Use correct capitalization

ELA 4.39.5: Use complete sentences and correct end punctuation.

Vocabulary Acquisition and Use

Standard 4.41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 4 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 4.41.1: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

Standard ELA 4.42: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Demonstrate understanding of words by relating them to opposites (antonyms)
- demonstrate understanding of words by relating them to words with similar but not identical meanings (synonyms)

Grade 5

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard ELA 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Objectives:

ELA 5.1.3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Provide details and examples from text to support inferences

Standard ELA 5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Objectives:

ELA 5.2.3: Determine the central message through key details in the text.

Standard ELA 5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Objectives:

ELA 5.3.2: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Compare and contrast: characters, settings, events

Craft and Structure

Standard ELA 5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Objectives:

ELA 5.5.3: Describe how each successive part of a story builds on earlier sections.

Standard ELA 5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Objectives:

ELA 5.6.4: Identify who is telling a story at various points in a text.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Objectives:

ELA 5.7.1: Define and describe imagery.

Standard ELA 5.8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Objectives:

ELA 5.8.4: Identify similarities and/or differences between stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

Standard ELA 5.9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.

Objectives:

ELA 5.9.1: Read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA 5.9.2: Read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

Standard ELA 5.10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Provide details and examples from text to support inferences

Standard ELA 5.11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Objectives:

ELA 5.11.1: Explain how the main idea of a text is supported by key details.

Standard ELA 5.12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Objectives:

ELA 5.12.3: Answer comprehension questions from informational text.

Craft and Structure

Standard ELA 5.14. Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.

- Identify the structure used to organize a text or part of a text

Integration of Knowledge and Ideas

Standard ELA 5.16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Objectives:

ELA 5.16.2: Orally use information gained from illustrations (e.g., maps, photographs)

Standard ELA 5.18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Objectives:

ELA 5.18.3: Identify similarities and/or difference between two texts.

Range of Reading and Level of Text Complexity

Standard ELA 5.19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.

Objectives:

ELA 5.19.1: Read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELA 5.19.2: Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

Reading Standards: Foundational Skills

Phonics and Word Recognition

Standard ELA 5.20. Know and apply grade-level phonics and word analysis skills in decoding words.

Objectives:

ELA 5.20.4: Decode multisyllabic words.

ELA 5.20.5: Read irregularly spelled words.

ELA 5.20.6: Read regularly spelled words.

Fluency

Standard ELA 5.21. Read with sufficient accuracy and fluency to support comprehension.

Objectives:

ELA 5.21.4: Recognize second and/or third grade sight words independently and/or with scaffolding.

ELA 5.21.5: Recognize first/second grade sight words independently and/or with scaffolding.

ELA 5.21.6: Decode regularly spelled multi-syllabic words with short and long vowels with 80% accuracy.

Writing Standards

Text Types and Purposes

Standard ELA 5.22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Supply reasons, information, facts, and details to support the opinion

Standard ELA 5.23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

- b. Develop the topic with facts and examples related to the topic.

Objectives:

ELA 5.23.3: Develop the topic with facts, definitions, and details.

Standard ELA 5.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objectives:

ELA 5.24.8: Write a story with a clear beginning, middle, and end.

Production and Distribution of Writing

Standard ELA 5.25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above).

- Adapt writing to fulfill a specific purpose

Standard ELA 5.26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5).

Objectives:

ELA 5.26.5: Organize words into sentences.

Standard ELA 5.27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Objectives:

ELA 5.27.2: Use technology to produce sentences (using keyboarding skills).

Research to Build and Present Knowledge

Standard ELA 5.28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Objectives:

ELA 5.28.5: Select information from print and non-print resources pertaining to the topic.

Standard ELA 5.29. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Objectives:

ELA 5.29.3: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA 5.29.8: List key concepts from the texts.

Standard ELA 5.30. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives:

ELA 5.30.6: Identify the relevant information/facts requested in open-ended questions.

Range of Writing

Standard ELA 5.31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

ELA 5.31.1: Write in journals following teacher guidelines.

Examples: subject journals, story starters, open-ended questions.

Speaking and Listening Standards

Comprehension and Collaboration

Standard ELA 5.32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 5.32.7: Reproduce appropriate turn-taking skills in conversations.

- follow agreed-upon rules for discussion

ELA 5.32.8: Listen to speaker without interruption.

- Listen attentively to discussions

Standard ELA 5.34. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- Listen attentively to a speaker and summarize key points.

Presentation of Knowledge and Ideas

Standard ELA 5.35. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objectives:

ELA 5.35.1: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Standard ELA 5.36. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Objectives:

ELA 5.36.3: Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Language Standards

Conventions of Standard English

Standard ELA 5.38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Vary verb tenses

Standard ELA 5.39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 5.39.1: Use correct capitalization and punctuation.

Vocabulary Acquisition and Use

Standard ELA 5.41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 5.41.3: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

Standard ELA 5.42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives:

ELA 5.42.7: Identify synonyms and antonyms.

- Use the relationship between synonyms to better understand each of the words
- Use the relationship between antonyms to better understand each of the words

Grade 6

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard 6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 6.1.1: Define inference and textual evidence.

ELA 6.1.2: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Support analysis with inferences about a text

ELA 6.1.4: Read a text and answer basic comprehension questions.

Standard 6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Objectives:

ELA 6.2.1: Define theme and summary.

ELA 6.2.3: Locate specific details in a text that support the theme.

Examples: setting, characters, conflict

- Summarize a text objectively
- explain how particular details work together to create a theme or central idea within a text

Standard 6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Objectives:

ELA 6.3.5: Identify characters, settings, and sequence of events in a text.

- Explain how a character changes through the course of a story or drama

Craft and Structure

Standard 6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Objectives:

ELA 6.4.5: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine meaning of unfamiliar words or phrases based on how they are used in a text

Standard 6.5. Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Objectives:

ELA 6.5.1: Define stanza, theme, setting, and plot.

ELA 6.5.3: Determine the theme, setting, and plot of a text.

- Analyze how parts of a text fit into the overall structure of a text
- Analyze how parts of a text contribute to the development of theme, setting, or plot

ELA 6.5.4: Determine sequence of events in a text.

Standard 6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Objectives:

ELA 6.6.1: Define point of view.

ELA 6.6.3: Describe the difference between first- and third-person narrations.

- Explain how an author develops point of view

Integration of Knowledge and Ideas

Standard 6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Objectives:

ELA 6.7.3: View videos or illustrations in order to test comprehension and interpretation of material.

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text

Standard 6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- Read two or more texts from different genres or forms

Objectives:

ELA 6.9.1: Define genre.

ELA 6.9.2: Identify common themes in texts.

- Use writing or speaking to compare and contrast two or more texts and their approaches to similar themes and topics

Range of Reading and Level of Text Complexity

Standard 6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 6.10.3: Read and comprehend text complexity band Grades 3-5.

- Engage with and appreciate appropriately complex texts

Reading Standards for Informational Text

Key Ideas and Details

Standard 6.11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 6.11.1: Define textual evidence, inference, and explicit.

- Support analysis with inferences about a text

Standard 6.12. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Objectives:

ELA 6.12.1: Define main idea (explicit and inferred).

ELA 6.12.4: Identify at least one implied main idea in a text.

ELA 6.12.5: Identify at least one explicit main idea in a text.

- Summarize a text objectively

Standard 6.13. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Objectives:

ELA 6.13.1: Define anecdote.

- Analyze how an author introduces, illustrates, and elaborates on an individual, event, or idea

Craft and Structure

Standard 6.15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Objectives:

ELA 6.15.2: Demonstrate understanding of text structures through the use of outlines, flow charts, graphic organizers

- Analyze how parts of a text contribute to the development of ideas

Standard 6.16. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Objectives:

ELA 6.16.4: Identify 1st and 3rd person points of view.

- Determine how an author develops point of view or purpose throughout a text

Integration of Knowledge and Ideas

Standard 6.17. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Objectives:

ELA 6.17.2: Develop compare and contrast skills using charts, graphic organizers

- Synthesize information from multiple sources and formats

Standard 6.18. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Objectives:

ELA 6.18.3: Evaluate informational text using graphic organizers or outlines.

ELA 6.18.5: Differentiate between fact and opinion in multiple texts.

- Distinguish between claims that are supported by reasons and evidence and claims that are not

Standard 6.19. 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).

Objectives:

ELA 6.19.1: Define nonfiction genre.

ELA 6.19.3: Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.

- Compare and contrast how events are presented in a memoir and a biography about the same person

Range of Reading and Level of Text Complexity

Standard 6.20. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 6.20.3: Read and comprehend text complexity band Grades 3-5.

- Engage with and appreciate appropriately complex texts

Writing Standards

Text Types and Purposes

Standard 6.21. Write arguments to support claims with clear reasons and relevant evidence.

Objectives:

ELA 6.21.1: Define argument, claims, support, evidence, formal style.

- Identify qualities of arguments

ELA 6.21.2: Use graphic organizers to organize claims and evidence.

- Demonstrate understanding of topic

ELA 6.21.6: Write a complete sentence.

- Write with a predictable structure

Standard 6.22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objectives:

ELA 6.22.1: Define informative, explanatory, transitions, concrete detail, and formal style.

- Identify qualities of informative/explanatory pieces

ELA 6.22.4: Develop the topic with facts, definitions, and details.

- Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect

ELA 6.22.7: Write a complete sentence.

Standard 6.23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Objectives:

ELA 6.23.1: Define transitions, narrative techniques, and sensory language.

ELA 6.23.7: Identify the elements of plot (exposition, rising action, climax, falling action, resolution).

- Write a real or imagined narrative that spans one or more time frames and/or settings with a narrator and characters

ELA 6.23.10: Write a complete sentence.

Production and Distribution of Writing

Standard 6.24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above).

Objectives:

ELA 6.24.1: Define coherent writing, organization, purpose, style, identify audience.

- Produce clear and coherent writing

Standard 6.25. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6).

Objectives:

ELA 6.25.1: Follow the writing process.

Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting

- Use some adult and peer guidance and support to strengthen writing
- Use planning, revision, editing, rewriting, or a new approach to strengthen writing.

Standard 6.26. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Objectives:

ELA 6.26.2: Use keyboarding to produce writing.

Research to Build and Present Knowledge

Standard 6.27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Objectives:

ELA 6.27.2: Take notes and organize information into categories.

- Select a topic for short research
- Use a graphic organizer to record thoughts

Standard 6.29. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives:

ELA 6.29.4: Apply *Grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

ELA 6.29.5: Recall information from experiences or gather information from print and digital sources.

Trace and evaluate an argument and specific claims

Range of Writing

Standard 6.30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

ELA 6.30.2: Write in journals following teacher guidelines.

Examples: subject journals, story starters, open-ended questions.

- Complete various pieces of writing over varying lengths of time

ELA 6.30.3: Write words and sentences legibly with proper spacing.

- Organize clear and coherent pieces of writing

Speaking and Listening Standards

Comprehension and Collaboration

Standard 6.31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 6.31.2: Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.

- Ask and answer specific questions

Standard 6.32. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Objectives:

ELA 6.32.1: Summarize a written text that has been read aloud or information presented in multiple formats.

- Interpret information seen or heard in diverse media and formats

Presentation of Knowledge and Ideas

Standard 6.34. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Objectives:

ELA 6.34.1: Define pertinent, main ideas, themes, and accentuate.

- Use pertinent descriptions, facts, and details to accentuate main ideas or themes while speaking

Standard 6.36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Objectives:

ELA 6.36.4: Distinguish between formal and informal discourse.

ELA 6.36.6: Speak in complete sentences when addressing an audience (even in one-on-one situation).

- Adapt their speech appropriately to task and situation

ELA 6.36.8: Describe characteristics of formal language and informal language.

Language Standards

Conventions of Standard English

Standard 6.37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Objectives:

ELA 6.37.3: Locate subjects, verbs, adjectives, nouns, and other basic conventions.

ELA 6.37.4: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- Apply strategies to correct variations in grammar and usage

Standard 6.38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 6.38.1: Spell words correctly, consulting references as needed.

ELA 6.38.2: Use correct capitalization.

- Apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience

Knowledge of Language

Standard 6.39. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives:

ELA 6.39.4: Write a complete sentence.

- Vary sentence patterns for meaning reader/listener interest, and style

Vocabulary Acquisition and Use

Standard 6.40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 6.40.3: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine the meaning of unknown words or phrases by drawing upon context clues

Standard 6.41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives:

ELA 6.41.4: Write word pictures based on images found in magazines, newspaper, or online.

- Use the relationship between particular words (item/category) to better understand each of the words

Standard 6.42. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives:

ELA 6.42.3: Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

- Identify and investigate vocabulary important to comprehension
- Identify and investigate vocabulary important to expression

Grade 7

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard 7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 7.1.1: Define inference and textual evidence.

ELA 7.1.2: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Support analysis with several explicit ideas from a text
- Support analysis with several inferences about a text

ELA 7.1.4: Read a text and answer basic comprehension questions.

- Analyze the meaning of a text

Standard 7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Objectives:

ELA 7.2.3: Locate specific details in a text that support the theme.

Examples: setting, characters, conflict

ELA 7.2.4: Use graphic organizer or outline to sort or categorize information for a summary.

- Summarize a text objectively

Standard 7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Objectives:

ELA 7.3.1: Define elements of a story and drama.

ELA 7.3.5: Identify characters, settings, and sequence of events in a text.

- Identify elements of a story or drama
- Analyze elements of a story or drama
- Analyze how elements of a story or drama work together

Craft and Structure

Standard 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Objectives:

ELA 7.4.5: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine meaning of unfamiliar words and phrases based on how they are used in a text

Standard 7.5. Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Objectives:

ELA 7.5.5: Identify various elements of drama.

Example: soliloquies, monologues, dialogue.

Standard 7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Objectives:

ELA 7.6.1: Define point of view.

- Analyze how an author develops point of view

ELA 7.6.2: Compare and contrast characters' points of view through the use of Venn diagrams and graphic organizers.

- Analyze how an author contrasts point of view

ELA 7.6.4: Describe the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

Standard 7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Objectives:

ELA 7.7.1: Differentiate between two different forms of media using a tool such as graphic organizer, map, or outline.

- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version

Standard 7.8. 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.

Objectives:

ELA 7.8.1: Define historical fiction and historical nonfiction.

- Compare and contrast a historical account and its fictional portrayal to explain how authors of fiction use or alter history

Range of Reading and Level of Text Complexity

Standard 7.9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 7.9.3: Read and comprehend text complexity band Grades 3-5.

- Engage with and appreciate appropriately complex texts

Reading Standards for Informational Text

Key Ideas and Details

Standard 7.10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 7.10.1: Define textual evidence, inference, and explicit.

ELA 7.10.3: Identify inferential examples in order to state the meaning of the text.

- Analyze the meaning of a text
- Support analysis with several inferences about a text

ELA 7.10.4: Identify literal examples in order to state the meaning of the text.

- Support analysis with several explicit ideas from a text

Standard 7.11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Objectives:

ELA 7.11.1: Define objective and main idea (explicit and inferred).

ELA 7.11.4: Determine two or more main ideas of a text.

- Analyze the development of two or more central ideas within a text

ELA 7.11.5: Identify at least one implied main idea in a text.

ELA 7.11.6: Identify at least one explicit main idea in a text.

Standard 7.12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Objectives:

ELA 7.12.1: Define interaction, and cause and effect.

ELA 7.12.2: Explain the effect that the action, problem, or situation has on the individuals, events, or outcome.

- Analyze how an author develops individuals, events, and ideas through their interactions with each other

ELA 7.12.3: Explain the cause of an action, problem, or situation in a text.

Craft and Structure

Standard 7.13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Objectives:

ELA 7.13.3: Determine and interpret the meaning of unfamiliar words using context clues.

- Use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases

Standard 7.14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Objectives:

ELA 7.14.3: Demonstrate understanding of text structures through the use of outlines, flow charts, or graphic organizers.

ELA 7.14.4: Determine chronological order (sequence of events) in a text.

- Analyze how major sections of a text contribute to the whole text

Standard 7.15. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Objectives:

ELA 7.15.1: Define point of view.

- Determine an author's point of view or purpose
- analyze how he/she distinguishes his/her position from that of others

ELA 7.15.5: Identify 1st and 3rd person points of view.

Integration of Knowledge and Ideas

Standard 7.16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Objectives:

ELA 7.16.2: Complete compare and contrast activities using charts, or graphic organizers.

- compare and contrast how a subject is portrayed by several mediums

Standard 7.17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Objectives:

ELA 7.17.2: Compare and contrast a firsthand and secondhand account of the same event or topic.

ELA 7.17.3: Evaluate informational text using graphic organizers or outlines.

- Evaluate and argument and claims

ELA 7.17.5: Differentiate between fact and opinion in multiple texts.

- Assess whether evidence is relevant and sufficient

Standard 7.18. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Objectives:

ELA 7.18.1: Define nonfiction genre.

ELA 7.18.3: Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.

- Emphasize different evidence

Range of Reading and Level of Text Complexity

Standard 7.19. By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Objectives:

ELA 7.19.3: Read and comprehend text complexity band Grades 3-5.

- Engage with and appreciate appropriately complex texts

Writing Standards

Text Types and Purposes

Standard 7.20. Write arguments to support claims with clear reasons and relevant evidence.

Objectives:

ELA 7.20.1: Define argument, claims, support, evidence, formal style.

- Identify qualities of arguments

ELA 7.20.2: Use graphic organizers to organize claims and evidence.

- Use logical reasoning and relevant evidence (credible sources) to support claim
- Demonstrate understanding of topic

ELA 7.20.7: Write a complete sentence.

- Write with formal style

Standard 7.21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objectives:

ELA 7.21.1: Define informative, explanatory, transitions, concrete detail, and formal style.

- Identify qualities of informative/explanatory pieces

ELA 7.21.5: Develop a topic with facts, definitions, and details.

ELA 7.21.8: Write a complete sentence.

Standard 7.22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Objectives:

ELA 7.22.1: Define transitions, narrative techniques, and sensory language.

ELA 7.22.2: Use graphic organizers or outlines to organize sequence of events in a story.

ELA 7.22.8: Identify the elements of plot (exposition, rising action, climax, falling action, resolution).

- Write a real or imagined narrative

ELA 7.22.11: Write a complete sentence.

Production and Distribution of Writing

Standard 7.23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

ELA 7.23.1: Define coherent writing, organization, purpose, style, identify audience

Standard 7.24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Objectives:

ELA 7.24.1: Follow the writing process.

Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting.

- Use some peer and adult guidance and support to strengthen writing
- use planning, revision, editing, rewriting, or a new approach to strengthen writing

Standard 7.25. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Objectives:

ELA 7.25.2: Use keyboarding to produce writing.

- Use the internet to produce and publish writing

Research to Build and Present Knowledge

Standard 7.26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Objectives:

ELA 7.26.2: Take notes and organize information into categories.

- Use a graphic organizer to record thoughts

Standard 7.28. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives:

ELA 7.28.3: Compare and contrast two or more characters, settings, or events in a story or a drama, in literary text drawing on specific details [e.g., how characters interact]

Speaking and Listening Standards

Comprehension and Collaboration

Standard 7.30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 7.30.2: Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.

- Ask and answer questions to increase information and add details

Standard 7.31. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

Objectives:

ELA 7.31.1: Summarize a written text that has been read aloud or information presented in multiple formats.

ELA 7.31.2: Use graphic organizer to present information based on main ideas and supporting details.

Standard 7.32. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Objectives:

ELA 7.32.1: Define claims and evidence.

- Listen attentively to delineate and evaluate main arguments and specific claims

Presentation of Knowledge and Ideas

Standard 7.35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations).

Objectives:

ELA 7.35.1: Distinguish between formal and informal discourse.

ELA 7.35.4: Speak in complete sentences when addressing an audience (even in one-on-one situations).

- Demonstrate command of formal English when appropriate to task and situation

Language Standards

Conventions of Standard English

Standard 7.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Objectives:

ELA 7.36.4: Locate subjects, verbs, adjectives, nouns, and other basic conventions.

- Apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience

Standard 7.37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 7.37.1: Identify adjectives in a sentence.

ELA 7.37.6: Spell words correctly, consulting references as needed.

- Apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience
- Spell words correctly

Vocabulary Acquisition and Use

Standard 7.39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 7.39.3: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine the meaning of unknown words or phrases by drawing upon context clues

Standard 7.40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives:

ELA 7.40.4: Write word pictures based on images found in magazines, newspaper, or online.

- Use the relationship between particular words to better understand each of the words

Standard 7.41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives:

ELA 7.41.3: Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

- Identify and investigate vocabulary important to comprehension

Grade 8

Students will:

Reading Standards for Literature

Key Ideas and Details

Standard 8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 8.1.1: Define inference and textual evidence.

- Analyze the meaning of a text

ELA 8.1.2: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Support analysis with explicit ideas from a text
- Support analysis with inferences about a text

ELA 8.1.4: Read a text and answer basic comprehension questions.

Standard 8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Objectives:

ELA 8.2.1: Define objective, theme, and summary.

ELA 8.2.3: Locate specific details in a text that support the theme.

Examples: setting, characters, conflict

ELA 8.2.4: Use graphic organizers or outlines to sort or categorize information for a summary.

- Summarize a text objectively
- Analyze the development of a theme or central idea over the course of a text including its relationship to the characters, setting, and plot

ELA 8.2.5: Identify the elements of a story (exposition, rising action, climax, falling action, and resolution).

Standard 8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Objectives:

ELA 8.3.1: Define elements of a story, dialogue, and drama.

- Identify significant dialogue or events

ELA 8.3.5: Identify characters, settings, and sequence of events in a text.

Craft and Structure

Standard 8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Objectives:

ELA 8.4.6: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine meaning of unfamiliar words and phrases based on how they are used in a text

Standard 8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]

Objectives:

ELA 8.5.1: Define literary elements and structures.

- Analyze the form or structure of literature

ELA 8.5.5: Identify various elements of drama.

Example: soliloquies, monologues, dialogue

Standard 8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Objectives:

ELA 8.6.1: Define point of view and dramatic irony.

ELA 8.6.3: Compare and contrast characters' points of view through the use of Venn diagrams and graphic organizers.

- Analyze how differences in the points of view of characters and the audience/reader create specific effects

ELA 8.6.5: Describe the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

Standard 8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Objectives:

ELA 8.7.2: Differentiate between two different forms of media using a tool such as graphic organizer, map, or outline.

ELA 8.7.3: Determine the literary elements from a story.

Example: setting, theme, characters, point of view

Standard 8.8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Objectives:

ELA 8.8.1: Define religious work, myths, historical fiction, and historical nonfiction.

ELA 8.8.2: Use graphic organizers or t-charts to compare and contrast modern texts to older texts.

Range of Reading and Level of Text Complexity

Standard 8.9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently.

Objectives:

ELA 8.9.3: Read and comprehend text complexity band Grades 3-5.

- Make meaning from difficult stories, dramas and poems
- Engage with and appreciate appropriately complex texts

Reading Standards for Informational Text

Key Ideas and Details

Standard 8.10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives:

ELA 8.10.1: Define textual evidence, inference, and explicit.

ELA 8.10.3: Identify inferential examples in order to state the meaning of the text.

- Analyze the meaning of a text
- Support analysis with explicit ideas from a text
- Support analysis with inferences about a text

ELA 8.10.4: Identify literal examples in order to state the meaning of the text.

Standard 8.11. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives:

ELA 8.11.1: Define objective and main idea (explicit and inferred).

ELA 8.11.4: Determine two or more main ideas of a text.

ELA 8.11.5: Identify at least one implied main idea in a text.

ELA 8.11.6: Identify at least one explicit main idea in a text.

- Summarize a text objectively
- Explain the relationship between supporting ideas and central idea

Standard 8.12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Objectives:

ELA 8.12.1: Define connections and distinctions.

ELA 8.12.2: Explain the connections, using t-charts, between the actions, problems, situations, individuals, events, or outcomes in a text.

- Analyze how an author makes connections among individuals, ideas, or events

ELA 8.12.3: Explain the distinctions, using t-charts, between the actions, problems, situations, individuals, events, or outcomes in a text.

- Analyze how an author makes distinctions between individuals, ideas, or events

Craft and Structure

Standard 8.13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Objectives:

ELA 8.13.3: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine meaning of unfamiliar words and phrases based on how they are used in a text

Standard 8.14. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Objectives:

ELA 8.14.1: Define chronological order and text structure.

- Analyze the structure of a paragraph

ELA 8.14.3: Demonstrate understanding of text structures through the use of outlines, flow charts, or graphic organizers.

ELA 8.14.4: Determine chronological order (sequence of events) in a text.

Standard 8.15. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Objectives:

ELA 8.15.1: Define point of view and conflicting evidence.

- Determine an author's point of view or purpose

ELA 8.15.5: Identify 1st and 3rd person points of view within a text.

Integration of Knowledge and Ideas

Standard 8.16. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Objectives:

ELA 8.16.1: Define medium.

ELA 8.16.2: Identify multiple forms of media and compare their effect on the explicit or implied message.

- Evaluate the advantages and disadvantage of using a specific medium to present a topic or idea

ELA 8.16.3: Develop compare and contrast skills using charts or graphic organizers.

Standard 8.17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Objectives:

ELA 8.17.1: Define delineate, sound, relevant, sufficient, argument, and claims.

ELA 8.17.3: Evaluate informational text using graphic organizers or outlines.

- Assess whether evidence is relevant and sufficient
- Recognize when irrelevant evidence is introduced

ELA 8.17.5: Differentiate between fact and opinion in multiple texts.

Standard 8.18. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Objectives:

ELA 8.18.3: Contrast two different texts on the same topic.

Examples: Using graphic organizers, maps, outlines.

- Analyze conflicting information provided by two or more texts about the same topic

Range of Reading and Level of Text Complexity

Standard 8.19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8text complexity band independently and proficiently.

Objectives:

ELA 8.19.3: Read and comprehend text complexity band Grades 3-5.

- Engage with and appreciate difficult texts

Writing Standards

Text Types and Purposes

Standard 8.20. Write arguments to support claims with clear reasons and relevant evidence.

Objectives:

ELA 8.20.3: Use graphic organizers to organize claims and evidence.

ELA 8.20.4: Use t-chart to list arguments and their counterarguments.

- Acknowledge and distinguish claim from alternate or opposing claims

ELA 8.20.9: Write a complete sentence.

- Write with a formal style
- write with a predictable structure

Standard 8.21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objectives:

ELA 8.21.1: Define informative, explanatory, transitions, concrete detail, and formal style.

ELA 8.21.2: Use graphic organizers or outlines to organize the structure of an essay.

- Identify qualities of informative/explanatory pieces

ELA 8.21.5: Develop the topic with facts, definitions, and details.

- Introduce a topic clearly

ELA 8.21.8: Write a complete sentence.

Standard 8.22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Objectives:

ELA 8.22.1: Define transitions, narrative techniques, and sensory language.

ELA 8.22.2: Use graphic organizers or outlines to organize sequence of events in a story.

ELA 8.22.8: Identify the elements of plot (exposition, rising action, climax, falling action, resolution).

- Write a real or imagined narrative

Production and Distribution of Writing

Standard 8.23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above).

Objectives:

ELA 8.23.1: Define coherent writing, organization, purpose, and style.

- Produce clear and coherent writing
- Use style appropriate to task and purpose

Standard 8.24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8).

Objectives:

ELA 8.24.1: Follow the writing process.

Examples: Use rubrics, graphic organizers, or check sheets for planning, revising, editing, and rewriting.

ELA 8.24.7: Write a complete sentence using correct spelling, capitalization, and punctuation.

- Produce writing that is well-developed

Standard 8.25. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Objectives:

ELA 8.25.1: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Example: PowerPoint, wiki pages

- Use technology to produce and publish writing
- use the internet to produce and publish writing

Research to Build and Present Knowledge

Standard 8.26. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Objectives:

ELA 8.26.3: Take notes and organize information into categories.

ELA 8.26.4: Identify areas of personal interest to use as a topic for research. This includes determining if there is enough information to research on this topic.

- Select a topic for short research
- Use a graphic organizer to record thoughts

Standard 8.28. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives:

ELA 8.28.5: Compare and contrast two or more characters, settings, or events in a story or a drama, in literary text drawing on specific details [e.g., how characters interact].

- Explain how a modern work or fiction draws on themes or character types

Speaking and Listening Standards

Comprehension and Collaboration

Standard 8.30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Objectives:

ELA 8.30.2: Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group.

- Contribute to discussions about grade 8 topics, texts, and issues

Standard 8.31. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Objectives:

ELA 8.31.5: Identify who the audience is.

- Evaluate the motives behind the presentation

Standard 8.32. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Objectives:

ELA 8.32.1: Define relevance, irrelevant evidence, claims and evidence.

- Listen attentively to a speaker and delineate and evaluate main arguments, specific claims, claims supported by evidence, and claims not supported by evidence

Presentation of Knowledge and Ideas

Standard 8.35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations).

Objectives:

ELA 8.35.4: Speak in complete sentences when addressing an audience (even in one-on-one situations).

- Adapt their speech appropriately to task and situation
- Demonstrate command of formal English when appropriate to task and situation

Language Standards

Conventions of Standard English

Standard 8.36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Objectives:

ELA 8.36.6: Use complete sentences when speaking and writing for class activities.

- Apply conventional grammar and usage in writing and speaking

Standard 8.37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Objectives:

ELA 8.37.2: Spell words correctly, consulting references as needed.

- Apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience
- Spell words correctly

ELA 8.37.3: Use complete sentences when speaking and writing for class activities.

Knowledge of Language

Standard 8.38. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives:

ELA 8.38.4: Use complete sentences when speaking and writing for class activities.

Vocabulary Acquisition and Use

Standard 8.39. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *Grade 8 reading and content*, choosing flexibly from a range of strategies.

Objectives:

ELA 8.39.3: Determine and interpret the meaning of unfamiliar words using context clues.

- Determine the meaning of unknown words or phrases by drawing up context clues

Standard 8.40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives:

ELA 8.40.5: Write word pictures based on images found in magazines, newspaper, or online.

- Use the relationship between particular words to better understand the words

Standard 8.41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives:

ELA 8.41.3: Use Tier 1 words to increase comprehension and expression. Tier 1 words are words of everyday speech.

- Identify and investigate vocabulary important to comprehension