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# 2014 Nebraska College- and Career-Ready English Language Arts Standards

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It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

## K-12 Comprehensive English Language Arts Standards



Students will learn and apply reading skills and strategies to comprehend text.

Students will learn and apply writing skills and strategies to communicate.



Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Students will apply information fluency and practice digital citizenship.



# Kindergarten



LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 0.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

- LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
- LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
- LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

**LA 0.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

- LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- LA 0.1.2.b Segment spoken sentences into words.
- LA 0.1.2.c Identify and produce oral rhymes.
- LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

**LA 0.1.3 Word Analysis:** Students will acquire phonetic knowledge as they learn to read and write grade-level text.

- LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 0.1.4 Fluency:** Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

- LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

**LA 0.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
- LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
- LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
- LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

**LA 0.1.6 Comprehension:** Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

- LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
- LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
- LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
- LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.
- LA 0.1.6.f Identify text features in print and digital informational text.
- LA 0.1.6.g Identify the basic characteristics of literary and informational text.
- LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).
- LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
- LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
- LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).
- LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 0.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
- LA 0.2.1.d Compose simple, grammatically correct sentences.
- LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 0.2.1.f Provide oral descriptive feedback to other writers.
- LA 0.2.1.g With adult guidance, persevere in writing tasks.
- LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 0.2.1.i Use own words to relate information.
- LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 0.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
- LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.



## LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 0.3.1 Speaking:** Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
- LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 0.3.1.d Convey a personal perspective with clear reasons.
- LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 0.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 0.3.2.c Complete a task following one/two-step directions.

**LA 0.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 0.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 0.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



# Grade One



LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 1.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).

LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).

LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

**LA 1.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

LA 1.1.2.a Blend, segment and manipulate phonemes orally.

**LA 1.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.

LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).

LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 1.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.

LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

**LA 1.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).

LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.

LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.

LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

**LA 1.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).

LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).

LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

- LA 1.1.6.d Retell major events and key details from a literary text and/or media.
- LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 1.1.6.f Identify text features in print and digital informational text.
- LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.
- LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).
- LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 1.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- LA 1.2.1.c Gather and use relevant information and evidence to support ideas.
- LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 1.2.1.f Provide oral descriptive feedback to other writers.
- LA 1.2.1.g Persevere in writing tasks of various length and complexity.
- LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 1.2.1.i Use own words to relate information.
- LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 1.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.



## LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 1.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
- LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 1.3.1.d Convey a personal perspective with clear reasons.
- LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 1.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 1.3.2.c Complete a task following one/two-step directions.

**LA 1.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 1.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 1.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 2



LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 2.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 2.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 2.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowels, diphthongs) when reading, writing, and spelling grade-level text.

LA 2.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).

LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 2.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).

**LA 2.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).

LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.

LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.

LA 2.1.5.e Locate words and determine meaning using reference materials.

**LA 2.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 2.1.6.b Identify elements of literary text (e.g., characters, setting, plot).

LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.

- LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
- LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
- LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
- LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
- LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
- LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
- LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 2.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.
- LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.
- LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 2.2.1.g Persevere in writing tasks of various length and complexity.
- LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
- LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 2.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.
- LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.





## LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 2.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 2.3.1.d Convey a personal perspective with clear reasons.
- LA 2.3.1.e Ask pertinent questions to acquire or confirm information

**LA 2.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 2.3.2.c Complete a task following multi-step directions.

**LA 2.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.
- LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 2.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 2.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 3



LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 3.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 3.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 3.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 3.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 3.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 3.1.5.e Locate words and determine meaning using reference materials.

**LA 3.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).

LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

- LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
- LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
- LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 3.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.
- LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
- LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 3.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.
- LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 3.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 3.3.1.d Convey a perspective with clear reasoning and support.
- LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 3.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 3.3.2.c Complete a task following multi-step directions.

**LA 3.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 3.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 3.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 4



LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 4.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 4.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 4.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

**LA 4.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 4.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 4.1.5.e Determine meaning using reference materials.

**LA 4.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the



- theme.
- LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.
  - LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
  - LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
  - LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
  - LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
  - LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
  - LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
  - LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
  - LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
  - LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
  - LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
  - LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 4.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 4.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 4.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 4.3.1.d Convey a perspective with clear reasoning and support.
- LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 4.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 4.3.2.c Complete a task following multi-step directions.

**LA 4.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 4.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 4.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 5



LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 5.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 5.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 5.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 5.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 5.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).

LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 5.1.5.e Determine meaning using reference materials.

**LA 5.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

- LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
- LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
- LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 5.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
- LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 5.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 5.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 5.3.1.d Convey a perspective with clear reasoning and support.
- LA 5.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 5.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.
- LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 5.3.2.c Complete a task following multi-step directions.

**LA 5.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.





## LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 5.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 5.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 6



LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 6.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 6.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 6.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 6.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 6.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 6.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 6.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.

LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).

LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

- LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
- LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 6.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 6.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 6.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 6.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 6.3.1.d Convey a perspective with clear reasoning and support.
- LA 6.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 6.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 6.3.2.c Complete a task following multi-step directions.

**LA 6.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas
- LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 6.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 6.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 7



LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 7.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 7.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 7.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 7.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 7.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 7.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.

LA 7.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.

LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using

- supporting details to formulate the main idea.
- LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
  - LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
  - LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
  - LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
  - LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
  - LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
  - LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
  - LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
  - LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
  - LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
  - LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.





## LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 7.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 7.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 7.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 7.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 7.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 7.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 7.3.2.c Complete a task following multi-step directions.

**LA 7.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 7.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 7.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 8



LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 8.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 8.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 8.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 8.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 8.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 8.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).

LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.

- LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.
- LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 8.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 8.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 8.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses

LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



**LA 8.3 Speaking and Listening:** Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 8.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 8.3.1.e Ask pertinent questions to acquire or confirm information.

LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 8.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 8.3.2.c Complete a task following complex multi-step directions.

**LA 8.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 8.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 8.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



## Grades 9-10



LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 10.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 10.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 10.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

**LA 10.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

**LA 10.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 10.1.5.b *Skills blended with 10.1.5.a at this level.*

LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

**LA 10.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).

LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

LA 10.1.6.e *Skills blended with 10.1.6.d at this level.*

- LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 10.1.6.h *Skills blended with 10.1.6.g at this level.*
- LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 10.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 10.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 10.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 10.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 10.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 10.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 10.3.2.c Complete a task following complex multi-step directions.

**LA 10.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.
- LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
- LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 10.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
- LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 10.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grades 11-12



LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 12.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 12.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 12.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 12.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
<b>LA 12.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 12.1.4.a	Adjust reading strategies to persevere through text of increasing length and/or complexity.
<b>LA 12.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 12.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
LA 12.1.5.b	<i>Skills blended with 10.1.5.a at this level.</i>
LA 12.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 12.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 12.1.5.e	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
<b>LA 12.1.6</b>	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
LA 12.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
LA 12.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
LA 12.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
LA 12.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

- LA 12.1.6.e *Skills blended with 12.1.6.d at this level.*
- LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 12.1.6.h *Skills blended with 12.1.6.g at this level.*
- LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 12.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 12.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.



- LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
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- LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 12.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 12.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 12.3.2.c Complete a task following complex multi-step directions.

**LA 12.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.
- LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 12.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
- LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 12.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Appendix A

## Frequently Asked Questions



## Frequently Asked Questions:

### Q. How do standards and curriculum fit together?

A. “Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day-to-day teaching.” (Foundation for Excellence in Education, 2013).

Standards are the expectations for all Nebraska students. Standards are not an exhaustive list of what teachers are expected to teach. We know that some students will be able to do far more than what is listed and that others may take longer to achieve these goals.

Curriculum is how students will learn the standards. Curriculum decisions, including which textbook and programs to use, are made by local districts. Instructional decisions regarding student progress throughout the year are made in the classroom.

“Standards are the end. Curriculum is the means.” (Foundation for Excellence in Education, 2013)

### Q. Why aren’t the standards and grade-level indicators written in language that students and families can understand?

A. The standards and grade-level indicators are written in precise, academic language to be used by educators. As with the previous standards, a version of student- and family-friendly standards will be made available following final approval by the Nebraska State Board of Education. The 2009 Student- and Family-Friendly Language Arts Standards are available at: <https://www.education.ne.gov/ela/2014-student-friendly-standards/>.

### Q. Why not just adopt the Common Core State Standards (CCSS)?

A. The Nebraska State Board of Education has made the determination that adopting the Common Core State Standards is not an option for Nebraska. There are multiple reasons for this determination:

- Nebraska Revised Statute 79-760.01 (revised statute effective August 30, 2015) that requires all standards to be reviewed every seven years — currently there is no public plan in place to review or revise the CCSS (Nebraska Unicameral Legislature, 2008)

- Neb. Rev. Stat. Section 79-760.03 requires the implementation of statewide assessments in reading, math, and science, based upon the Nebraska State Standards (Nebraska Unicameral Legislature, 2008)
- Nebraska has a long-standing tradition of local control and sees value in the process and resultant standards produced by committees of practicing Nebraska educators
- Both an internal review done by NDE and an external comparison done by McREL indicates that the Nebraska State Standards are equally as rigorous as the CCSS, and in some cases, more rigorous

**Q. Why do the grade-level indicators sometimes state the same thing across several grade levels/spans? Why are some grade-level indicators the same in the 9/10 grade band as the 11/12 band while others are different?**

A. English language arts (ELA) is different from other curricular areas in that some of the skills and concepts taught each year are similar in nature, but grow in sophistication. Students are asked to demonstrate these skills and concepts at increasingly higher levels of performance. We often refer to these skills and concepts as being recursive. Other skills and concepts, however, are not recursive and must be introduced at differing levels. This is why some grade-level indicators are the same from one grade level/band to the next while others differ.

**Q. Why do some grade-level indicators not appear at every grade?**

A. Some skills become a part of larger skills or strategies and no longer need to be taught separately from other concepts. For example, some of the phonics skills taught at kindergarten and first grade become a part of more complex reading behaviors at higher grades, including word analysis, fluency, and comprehension. Other skills and strategies are more complex and are not introduced until later grades. For example, beginning in grade 6, students are asked to consider and address other points of view when speaking and responding. While this skill may be introduced in elementary, students are not expected to master this skill until the middle grades where argumentation becomes a more formal mode of writing and speaking.

**Q. Do students need to know if a root or affix is Greek, Latin, and Anglo-Saxon, or do they just need to know the root or affix?**

A. The goal of the grade-level indicators that mention these roots and affixes is to help students determine word meaning, know and apply spelling patterns, and use words in various forms. While students are not expected to know the origin of a root or affix, sometimes origins may be taught as a part of word study activities. It is not suggested that students memorize all roots and affixes; students should be taught these word parts during routine instruction, applying them as they determine word meaning and encounter new vocabulary across all content areas.

**Q. What is the purpose of the “e.g. lists” at the end of some grade-level indicators-- for instance: LA 2.1.6.b: Identify elements of literary text (e.g., characters, setting, plot)?**

A. These “e.g. lists” are meant to serve as clarifying examples. This is not an exhaustive list of every concept or skill that should be taught to meet the grade-level indicator. Some examples will change from one grade level to the next as skills or concepts grow in sophistication.

**Q. There are many references to digital resources and use of technology in the revised standards. Our school does not have the funding to provide a digital device to every student. How will we meet the increasing technological demands in the revised standards?**

A. Although students need to have access to digital devices and resources, meeting the standards does not require an individual digital device for each student. Most standards have multiple options for instruction and products that include high- and low-tech options. The standards were revised with the idea that technology will continue to evolve and become an even greater part of Nebraska students' lives. It is important that all students have the opportunity to learn 21<sup>st</sup> Century Skills, including the appropriate, responsible, and productive use of technology. Technology is an instructional tool that allows a student to move beyond the four walls of their classroom, and should be used to enhance and facilitate learning.

Two of the very best resources are your school's librarian and technology coordinator. Additional resources addressing the integration of technology into the curriculum are available through the Nebraska Department of Education's Network Education and Technology (NEaT) Team at <https://www.education.ne.gov/educational-technology/>. Your local Educational Service Unit also can provide resources and support for technology integration.

**Q. It seems like students are taking more tests than ever. What are all of these tests and how will the revised standards impact these tests?**

A. Progress toward all standards should be measured at the classroom level as part of a balanced system of both formative and summative assessments. Formative assessments are ongoing formal and informal classroom assessments for the purpose of gauging students' progress and informing instructional decisions. For example, beginning in the 2017-2018 school year, all Nebraska districts and schools may use the MAP (Measure of Academic Progress) Growth interim assessment tool. Summative assessments are assessments of learning given at the completion of a unit of study, semester, year, or another terminal point where overall learning is measured. Many decisions regarding this system of assessments are determined at the local level.

The information below shows some of the components of Nebraska's balanced system of assessment. Statewide (NSCAS) summative assessments are required of Nebraska's public school students according to either Federal or State legislation and are administered each spring.

- NSCAS (Nebraska Student-Centered Assessment System) Summative
  - NSCAS\* English Language Arts (NSCAS-ELA) grades 3-8
  - NSCAS Mathematics (NSCAS-M) grades 3-8
  - NSCAS Science (NSCAS-S) grades 5 & 8
- NSCAS Alternate
  - NSCAS Alternate English Language Arts (NSCAS-AAELA) grades 3-8 & 11
  - NSCAS Alternate Mathematics (NSCAS-AAM) grades 3-8 & 11
  - NSCAS Alternate Science (NSCAS-AAS) grades 5, 8, & 11
- ACT grade 11
- ELPA 21 grades K-12 (for English language learners)
- MAP Growth grades 3-8
- Testwiz

Adoption of revised State Standards has resulted in revised Nebraska Student-Centered Assessment System assessments (NSCAS). Nebraska educators created revised table of specifications (TOS) that detail which standards and indicators will be tested at each grade level.

As in the past, not all grade-level indicators will be assessed on the NSCAS assessments. A table of specifications, which lists the standards and grade-level indicators currently assessed at each grade level, can be found on the Statewide Assessment's website at: <https://www.education.ne.gov/assessment/nscas-english-language-arts-ela/>

*\*No Text-Dependent Analysis (TDA) writing assessment will be included on the NSCAS statewide summative assessment in the spring of 2018. Districts are strongly encouraged to continue providing instruction and support on this essential skill. This skill is important for ongoing learning, for building effective analysis for writing skills for college and career readiness, and for preparing for ACT Writing at grade 11.*

## **Q. What resources will NDE provide to support the implementation of the standards once they are approved by the Nebraska State Board of Education?**

A. NDE will provide:

- a glossary of terms including concepts found in the ELA Standards as well as related terms and concepts
- a sample framework
- information on language registers
- information on copyright and fair use
- student/family-friendly version of the Nebraska ELA Standards in English and Spanish
- a crosswalk between the 2009 and 2014 Nebraska ELA Standards
- a crosswalk between the 2014 Nebraska ELA Standards and the Common Core State Standards

## **Q. What are the major differences between the 2009 and 2014 versions?**

A. The greatest differences can be summed up in two words: challenge and innovation. The 2014 standards foster deeper thinking, encourage innovation, and require students to support their thinking with evidence from the text or other sources. They also reflect the growing role of digital technology in student's lives by requiring schools to give students the opportunity to use technology effectively as a part of their learning.

When it comes to the numbers, 75% of the standards are the same or very similar to the 2009 standards. The revised and new standards serve to better flesh-out expectations that will promote readiness for college and career based upon conversations with Nebraska systems of higher education.

### **Works Cited**

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# Appendix B

## 2014 Nebraska ELA Standards Glossary



# Glossary of Terms for the 2014 English Language Arts Standards

Glossary Term	Term first use in ELA Standards	Term Definition
<b>academic vocabulary</b>		the lexicon of words used in classroom contexts and associated with academic reading, writing, listening, and speaking
<b>affix</b>	LA 3.1.3.a; LA 3.1.5.a; repeats in all successive grade levels	a non-word morpheme that changes the meaning or function of a root or stem to which it is attached, such as the prefix <i>ad-</i> and the suffix <i>-ing</i> in <i>adjoining</i>
<b>alliteration</b>	LA 0.1.6.c; repeats in all successive grade levels	the repetition of initial sounds in neighboring words or stressed syllables. For example: <i>The beautiful blue bug flew freely from flower to flower.</i>
<b>allusion</b>	LA 12.1.6.c	an indirect reference or expression within a literary text to some other event, person, place, object, or cultural or literary phenomenon
<b>analogy</b>	LA 6.1.6.c; repeats in all successive grade levels	a comparison between two things that is based upon their similarities, especially for the purposes of explanation or clarification
<b>analytic</b>	LA 0.2.2.a; repeats in all successive grade levels	a common mode of academic writing in which information is compared and contrasted, assessed, or evaluated
<b>antonym</b>	LA 1.1.5.d; repeats through LA 8.1.5.d	a word that means the opposite of another word (e.g., <i>hot</i> and <i>cold</i> are antonyms)
<b>author's purpose</b>	LA 0.1.6.a; repeats in all successive grade levels	the author's intention for creating a particular piece of writing; a piece of writing may serve more than one purpose, for example, to entertain and persuade its audience
<b>base word</b>	LA 1.1.5.a	a word to which prefixes and suffixes may be attached to create related words, e.g., <i>design</i> in <i>redesign</i> and <i>designer</i>
<b>cause-effect relationship</b>		a stated or implied association between an outcome and the conditions which brought it about; often an organizing principle in narrative and expository texts

<b>character development</b>	LA 6.1.6.c; LA 7.1.6.c; LA 8.1.6.c	in works of fiction or narrative non-fiction, the writer's process of providing depth to a character by describing attitudes, thoughts, actions, reactions, life experiences, social standing, history, and cultural background
<b>citation</b>	LA 0.4.1.b; LA 3.2.1.i; LA 8.2.1.j; repeats in all successive grade levels;	a specific reference to an information source that appears within a text or as part of a reference list, especially in a scholarly work
<b>collaborative tools</b>	LA 0.4.2.b; repeats in all successive grade levels	online software designed to support the completion of shared tasks with an internet connection. For example: a website that allows users to edit and comment upon the same document.
<b>compare/contrast</b>	LA 0.1.6.j; repeats in all successive grade levels	a method utilized to show similarities and differences between two things, ideas, etc.
<b>compound words</b>	LA 1.1.3.b; LA 2.1.3.b	a combination of two or more words that functions as a single unit of meaning
<b>conceptual categories</b>		categories that represent ideas such as colors, numbers, months, days of the week, position words, etc.
<b>conflict</b>	LA 6.1.6.b; repeats in all successive grade levels	the struggle either within or between characters that is often the basis of the plot of a play or story
<b>connotation</b>	LA 6.3.3.b; LA 7.1.5.d; repeats in all successive grade levels	the emotional association of a word; the ideas or feelings that are evoked in addition to a word's primary meaning
<b>context clues</b>	LA 0.1.5.b; repeats through 8.1.5.b	information found near a word or phrase that helps the reader directly or indirectly identify the meaning of unknown words and phrases
<b>conversational vocabulary</b>		the use of informal words and phrases for the purpose of everyday communication and dialogue
<b>credibility</b>	LA 0.3.2.b; repeats in all successive grade levels	the quality of being trustworthy and factual, especially concerning information from diverse media sources and formats

<b>denotation</b>		the primary or literal (dictionary) definition of a word
<b>denotation/connotation</b>		a pair of terms referring to the distinction between the literal, dictionary definition of a word (denotation), and the associations it has acquired in use (connotation)
<b>derivation</b>	LA 2.1.3.b; LA 3.1.3.b, LA 4.1.3.b	a word formed by adding an affix to a root or stem
<b>description</b>	LA 2.1.6.j; repeats in all successive grade levels	words and phrases in a piece of writing that help the reader create a mental picture
<b>descriptive feedback</b>	LA 0.2.1.f; repeats in all successive grade levels	oral, written, or digital evaluation, especially of writing, designed to help a student improve skills and gain knowledge
<b>dialect</b>	LA 10.1.6.c; LA 12.1.6.c	the particular phonological, grammatical, and lexical uses of language specific to peoples or regions
<b>digital citizenship</b>	LA 0.4.2; repeats to LA 12.4.2 (Also in standard)	the quality of self-monitored habits, actions, and use patterns that sustain, improve, and ensure the safety of digital communities
<b>digraph</b>	LA 1.1.3.a; LA 1.1.3.b	two letters that represent one speech sound, as ch for /ch/ in chin or /ea for /e/ in bread
<b>domain-specific vocabulary</b>	LA 0.2.2.d; repeats in all successive grade levels	the words and phrases that are particular to a mode of writing, especially forms of academic writing
<b>emergent reader text</b>		texts designed for readers in the early stages of grasping basic knowledge of print, phonological awareness, or comprehension
<b>environmental print</b>	LA 0.1.1.e	print and other graphic symbols, in addition to books, that are found in the student's physical environment, such as street signs, billboards, television commercials, building signs, etc.
<b>epiphany</b>	LA 12.1.6.c	a sudden but significant revelation or understanding
<b>exemplar</b>	LA 1.2.2.e; repeats in all successive grade levels	(see <b>mentor text</b> )
<b>expression</b>	LA 0.1.4 through LA 2.1.4; LA 0.1.4.b; repeats in all successive grade levels	in oral reading, the pitch, tone, volume, and rhythm of speaking that creates meaning and conveys the ideas and emotions behind the text

<b>fact/opinion</b>	LA 4.1.6.j; repeats in all successive grade levels	a method of organizing informational text that may blend both facts and personal opinions to persuade the reader to think in a particular way; this method may also be used as part of a compare and contrast activity
<b>figurative language</b>	LA 7.1.5.d; repeats in all successive grade levels	language enriched by word images and figures of speech
<b>fluency</b>	LA 0.1.4 through LA 12.1.4;	the ability to read, write, and speak clearly and effectively without the constraints of decoding, word recognition, or articulation errors
<b>formal voice</b>	LA 2.3.1.a; repeats in all successive grade levels	a manner of writing or speaking that employs objective language, precise word choice, grammatically correct sentence structure, and an academic or business-like tone
<b>homograph</b>	LA 3.1.5.d; LA 4.1.5.d; LA 5.1.5.d	a word with the same spelling that as another word, whether or not it is pronounced alike, e.g., <i>pen</i> —a writing instrument and <i>pen</i> —an enclosure for an animal; homographs encompass homonyms and homophones
<b>homonym</b>		a word with the same spelling as another word, but with a different meaning, e.g., He will <i>read</i> that book today. Once he has <i>read</i> it, he will write his review
<b>homophone</b>	LA 3.1.5.d; LA 4.1.5.d; LA 5.1.5.d	a word that sounds the same as another word, but may have a different spelling, e.g., <i>tail</i> and <i>tale</i>
<b>hyperbole</b>		an intentionally exaggerated figure of speech, such as “I have told you a million times”
<b>ideas</b>	LA 0.1.6.e; LA 0.2.1.a; LA 0.2.1.b; LA 0.2.1.c; LA 0.2.2.a; LA 0.2.2.b; LA 0.3.1; Multiple uses in document	one of the 6+1 Traits of Writing; it focuses on the central topic or theme used in a piece of writing
<b>idiom</b>	LA 4.1.6.c; LA 5.1.6.c; LA 6.1.5.d; LA 6.1.6.c; LA 7.1.6.c; LA 8.1.6.c; LA 10.1.6.c	an expression that cannot be interpreted based on its literal meaning. For example: “Those jeans cost an arm and a leg!”

<b>imagery</b>	LA 1.1.6.c through LA 6.1.6.c	the sensory or mental pictures brought about in the reader's mind by the descriptive or vivid details within a text
<b>infer</b>	LA 0.1.5.b through LA 4.1.5.b	to understand something that isn't directly stated in the text by relating it to something else in the text, or to personal experience or understanding
<b>inferential question</b>	LA 2.1.6.i; LA 3.1.6.i	a question designed to require the reader to make "educated guesses" or conclusions from stated information and from which varying answers may be elicited; the text may offer clues that students must infer
<b>inflectional ending</b>	LA 1.1.3.a	a group of letters (suffix) added to the end of a word that changes the word's form or function but not its basic meaning, e.g., <i>rain vs. raining</i>
<b>information fluency</b>	LA 0.4 through LA 12.4 (standard) LA 4.4.1 through LA 12.4.1 (indicators)	the set of skills and dispositions related to locating, evaluating, and using digital sources of information
<b>informational text</b>		text provided to expose a reader to a particular subject; it may include expository text, technical writing, and other resources
<b>intonation</b>		the use of pitch to indicate particular meanings of spoken phrases. For example, "You are!" and "You are?"
<b>main idea</b>	LA 0.1.6.e LA 1.1.6.e through LA 12.1.6.e	the most important or central idea of a paragraph or section of text
<b>medial vowel</b>	LA 0.1.2.a	the middle or central vowel(s) in a word, e.g., <i>-ea</i> in <i>beach</i>
<b>medium</b>	LA 1.1.6.o; repeats in all successive grade levels	the various physical means through which information may be communicated or aesthetic forms created, for example, newspapers, film, books, computer software, artistic creations, or other formats

<b>mentor text</b>	LA 1.2.2.e; repeats in all successive grade levels	a writing piece or sample that is exemplary of the particular quality, style, or purpose of a writing task and which provides guidance for writing students; also known as an <i>anchor text</i> or <i>exemplar</i>
<b>metaphor</b>	LA 4.1.6.c; repeats in all successive grade levels	a figure of speech in which a comparison is implied by analogy but is not stated, such as, "He is a snake!"
<b>modes of writing</b>		also known as rhetorical modes, the major purposes of writing and speaking
<b>narrative</b>		a story, real or fictional, that is written or told orally and gives accounting of the events that occurred
<b>norms</b>	LA 0.4.2; repeats in all successive grade levels	commonly accepted practices or behaviors
<b>onomatopoeia</b>	LA 1.1.6.c; repeats through LA 10.1.6.c	the use of words the sound of which suggests their meaning such as <i>bang</i> , <i>fizz</i> , and <i>woof</i>
<b>onset and rime</b>		<b>onset:</b> the consonant(s) preceding the first vowel in a monosyllabic word such as <i>fl-</i> in the word <i>fling</i> ; <b>rime:</b> the vowel and any following consonants of the word such as the <i>-ing</i> in the word <i>fling</i>
<b>oxymoron</b>	LA 7.1.6.c through LA 12.1.6.c	a figure of speech in which contrasting or contradictory words are brought together for emphasis, such as "clearly confused" or "minor catastrophe"
<b>parallel structure</b>	LA 10.2.1.d; LA 12.2.1.d	in grammar, the construction of phrases, sentences, paragraphs, or longer passages in the same grammatical structure, e.g., The kittens enjoyed <i>eating</i> , <i>playing</i> , and <i>napping</i> ; also known as parallelism
<b>paraphrasing</b>	LA 04.1.b; repeats in all successive grade levels	the act of restating or rewording a portion of text; may be used to show understanding or to properly cite sources of information



<b>phoneme</b>		the smallest sound unit of speech, that when contrasted with another phoneme may change the meaning of the word, for example, if the phoneme /f/ in <i>fish</i> is replaced with the phoneme /d/, the word becomes <i>dish</i>
<b>phonological awareness</b>	LA 0.1.2; repeats in all successive grade levels	the set of skills associated with recognizing phonological sounds
<b>plagiarism</b>	LA 2.2.1.i; repeats in all successive grade levels	the practice of falsely representing the work of another writer as one's own
<b>pitch</b>		the rise and fall of the voice when speaking
<b>plot</b>	LA 2.1.6.b; repeats in all successive grade levels	the structure of the action of a story; the plot typically includes the exposition (beginning), rising action, climax, falling action, and resolution
<b>prefix</b>	LA 2.1.3.b through LA 4.1.3.b; LA 6.1.5.a through LA 8.1.5.a	an affix attached before a base word or root
<b>primary source</b>		an original source of evidence or information
<b>proposition support</b>		support for a statement offered as true, or for testing a statement as true
<b>prosodic</b>	LA12.1.4.a	relating to the variables of speaking including rhythm, speed, pitch, and vocal emphasis
<b>publish</b>	LA 0.2.1; LA 0.2.1.j; LA 0.2.2.c LA 0.2.2.c; All four indicators repeat in all successive grade levels	to prepare written material for presentation to an audience, whether informally to classmates or as a formal stage of the writing process
<b>reciprocal communication</b>	LA 0.3.3; repeats in all successive grade levels	the process of communication wherein all participants respond and participate actively
<b>recursively</b>	LA 0.2.1.h through 12.2.1.h LA 7.2.1.a through LA 12.2.1.a	in a repetitive, systematic manner, especially as it relates to the editing and revising of written text
<b>repetition</b>	LA 0.1.6.c	a literary device in which words or phrases are repeated for emphasis or stylistic effect
<b>retell</b>	LA 0.1.6.d; LA 0.1.6.e; LA 1.1.6.d; LA 1.1.6.e; LA 2.1.6.d; LA 2.1.6.e	the act of a reader telling what happened in a passage or story they have just read, in his or her own words

<b>rhetorical style</b>	LA 12.1.6.a	a particular manner of spoken or written discourse for the purposes of persuading or influencing an audience
<b>rhythm</b>	LA 0.1.6.c through LA 6.1.6.c	the recurring emphasis in the flow of spoken or written speech
<b>rime</b>	LA 0.1.2.e; LA 0.1.3.b; LA 1.1.3.b	see <b>onset and rime</b>
<b>root word</b>	LA 3.1.5.a; LA 4.1.5.a	the basic part of a word that carries the basic unit of meaning for a more complex word; the root word cannot be broken down further without loss of meaning
<b>secondary source</b>	LA 6.2.1.c through LA 12.2.1.c LA 7.2.2.c through LA 12.2.2.c	a piece of evidence or information that discusses evidence or information from a primary or original source
<b>self-monitoring strategies</b>	LA 0.2.1.e; repeats in all successive grade levels	skills and habits associated with the conscious awareness of the progress of the text, marked by re-reading and reflection upon features of the text needed to communicate effectively to an audience
<b>semantic relationships</b>	LA 0.1.5.d; repeats in all successive grade levels	the relationships between words, phrases, or sentences within particular contexts
<b>sequence</b>	LA 0.1.6.j; repeats in all successive grade levels	the linear arrangement or order of subject matter; the logical progression of events in a story
<b>setting</b>	LA 0.1.6.b through 10.1.6.b LA 1.1.6.b through 12.1.6.b LA 1.3.1.a through 12.3.1.a	the physical and psychological background against which the action in a story takes place; it may also include the time or period in which a narrative occurs
<b>simile</b>	LA 1.1.6.c through 10.1.6.c	a figure of speech that compares to unlike things using <i>like</i> or <i>as</i> , for example, "That idea went over like a concrete balloon."
<b>spatial</b>	LA 7.1.6.j; LA 8.1.6.j	an organizational pattern (i.e. chronological, cause-and-effect) of writing in which information about objects is presented according to their physical position relative to other objects; the arrangement of ideas according to their relationship with one another

<b>stamina</b>		in reading, the skills associated with being able to focus and read independently for periods of time without distraction
<b>structural analysis</b>	LA 5.1.3.a through 12.1.3.a LA 7.1.3, LA 8.1.3	the identification of word-meaning elements within a word, such as <i>sub-</i> and <i>par-</i> in <i>subpar</i>
<b>style</b>	LA 3.1.4.b through LA 5.1.4.b LA 10.2.1.j; LA 12.2.1.j; LA 12.1.6.a	the characteristic way in which a person conceives and expresses ideas through language
<b>subordination</b>		in sentence structure, the use of subordinate phrases to express additional information about some element of the main clause
<b>syllabication</b>	LA 2.1.3.b; LA 3.1.3.b; LA 4.1.3.b	the division of words into syllables
<b>symbolism</b>		the use of an object or idea to suggest something else; the use of symbols to represent abstract ideas in concrete ways
<b>synonym</b>	LA 1.1.5.d through LA 8.1.5.d	two or more words in a language that have highly similar meanings such as <i>sadness</i> , <i>grief</i> , and <i>sorrow</i>
<b>text complexity</b>	LA 3.1.4.b through LA 5.1.4.b	the qualitative and quantitative features of text that determine its level of difficulty; text complexity includes considerations related to the reader and the reading task
<b>text features</b>	LA 01.5.b through LA 7.1.5.b LA 0.1.6.f through LA 12.1.6.f	parts of a particular type of text such as chapter titles, sub-headings, and bold-faced words, that help a reader to readily locate information, or to determine how that information is organized
<b>theme</b>	LA 2.1.6.d through LA 10.1.6.d LA 3.1.6.h through LA 4.1.6.h LA 4.1.6.b through LA 10.1.6.b	the major idea or proposition broad enough to cover the entire scope of a literary work; may also refer to the life lesson or moral to be learned from a work of literature
<b>thesis</b>	LA 5.2.1.b; repeats through all successive grade levels but 10	the basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition

<b>tone</b>	LA 6.1.6.c through LA 12.1.6.c LA 10.1.5.d; LA 12.1.5.d LA 10.1.6.b; LA 12.1.6.d	the inflections that mark the speech of a person or region; a particular style in speaking or writing, generally appropriate to the intended audience
<b>voice</b>	LA 0.1.1.f; LA 1.1.4.b LA 2.3.1.a through 12.3.1.a	see <b>formal voice</b> and <b>informal voice</b>

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