NEBRASKA'S COLLEGE AND CAREER READY
STANDARDS FOR ENGLISH LANGUAGE ARTS

Approved by the Nebraska State Board of Education on September 2, 2021

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Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21st century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The English Language Arts standards, written by teams of Nebraska educators and reviewed by literacy experts, were developed with the following of indicators of quality:

Measurable. Standards provide benchmarks against which student progress toward learning goals can be measured.
Appropriately challenging. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.
Connected. Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.
Clearly worded. Content area standards must effectively communicate what students should know and be able to do.
Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.
Specific. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

English Language Arts Standards Design

Nebraska's English Language Arts Standards reflect the tiered structure common across all Nebraska content area standards. *Grade-level standards* include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college- and career-readiness. *Indicators* further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction. In addition to standards and indicators, some of the Nebraska Standards for English Language Arts provide examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

Nebraska's standards are organized with three levels of specificity:

- **K-12 Comprehensive Statements**—Identify broad, general statements that are not grade-level specific and cover big ideas in the English Language Arts (Foundations of Reading, Reading Prose and Poetry, Reading Informational Text, Vocabulary, Writing, and Speaking and Listening).
- **Grade-Level Expectations**—Statements that identify what students should know and be able to do by the end of each identified grade/band. These statements are found within the categories of each strand, for example, Reading Prose and Poetry and Reading Informational Text strands are organized into four categories: *Central Ideas and Details, Author's Craft, Knowledge and Ideas*, and *Range of Reading and Level of Text Complexity*. Each of these categories includes a statement that describes the expectations for proficiency and remain consistent through grade levels.
- **Curricular Indicators**—Specific information to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught.

Coding

The standards are organized using a coding system that includes the content area, grade level, an abbreviation for the strand, the category within the strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. *Note—not all standards include indicators*.

Example: LA.K.F.1.a

LA= Content Area
K= Kindergarten
F= Foundations of Reading
1= Concepts of Print
a= Indicator

K-12 Comprehensive English Language Arts Standards

Strand	Comprehensive Standard
Foundations of Reading (F)	Students will develop and apply decoding and language comprehension skills and strategies to comprehend and learn from increasingly complex texts.
Reading Prose and Poetry (RP)	Students will learn and apply reading skills and strategies to comprehend grade-level literary texts.
Reading Informational Text (RI)	Students will learn and apply reading skills and strategies to comprehend grade-level informational texts.
Vocabulary (V)	Student will build and use conversational, academic, and discipline-specific, grade-level vocabulary.
Writing (W) and Foundations of Writing (FW)	Students will learn and apply writing skills and strategies to communicate effectively for a variety of purposes.
Speaking and Listening (SL)	Students will learn and apply speaking and listening skills and strategies to communicate effectively for a variety of audiences and purposes.

Spiraled, Vertical Progressions. The revised 2021 Nebraska English Language Arts Standards are formatted to support educators in both grade-level and vertical instructional planning. In addition to organization by grade level, the standards and indicators are formatted into spiraled, vertical articulations. This design demonstrates the interrelated nature of skills in the English Language Arts and their progression through the grade levels. The purpose of presenting the standards into vertical charts is to provide educators with a practical tool for the development of a locally-determined, standards-aligned curriculum.

For each standard in the areas of Foundations of Reading, Reading Prose and Poetry, Reading Informational Text, Writing*, Vocabulary, and Speaking and Listening, the standards and indicators are listed in a table format from the 11-12 grade band and ending at Kindergarten.

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Text at the Center

The graphic below illustrates an integrated model of literacy. Although the standards are organized into the essential components of Foundations of Reading, Reading Comprehension, Writing, Vocabulary, and Speaking and Listening for conceptual clarity, the strands are closely interrelated. For example, students should engage in meaningful writing tasks in response to the complex texts they are reading. Likewise, many of the skills associated with research are applicable to both writing and speaking tasks. The hallmark of effective ELA instruction is in the English Language Arts is to demonstrate this interrelatedness through thoughtful planning in daily lessons and in the scope and sequence of knowledge and skills over the course of a year.

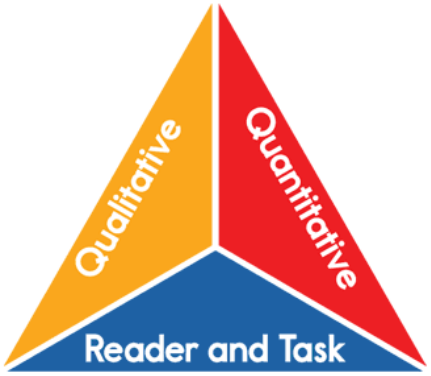
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level, combined with thoughtful instruction so that all students have access to grade-level, complex texts. Students should have ample opportunity to express their understanding of meaning through discussion and writing. High-quality, grade-level complex texts can also provide the basis for instruction in other domains such as vocabulary acquisition and grammar, usage, and mechanics skills.

Students should spend significant time actively reading content-rich, complex text. Close reading of complex text is concentrated, demanding work that helps students discover how to learn from reading and grow their knowledge, vocabulary, and understanding of syntax.

Students should engage in a volume of reading to build knowledge and be exposed to academic language in all content areas. That volume of reading needs to be at a range of complexity levels so that every student can eventually read independently and proficiently. Much of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic). A text-centered approach provides rich ELA/literacy classroom experiences and builds confident, joyful readers.

Why text complexity matters. Nearly half of American students graduating from high school will require some level of remediation to successfully read and understand the texts they will encounter as they enter college or the workforce. By the time many students complete their K-12 education, they are not able to meet the reading requirements they will face after graduation. An extensive body of research has emerged to explore the role of text complexity as it relates to students' ability to independently and proficiently comprehend the kinds of texts required in postsecondary work or their chosen career fields. A 2006 ACT study *Reading Between the Lines* examined student performance on reading comprehension measures to understand why some students performed below benchmark. The report indicated that the skills differentiating students who met the benchmark for reading proficiency from those who did not was their ability to answer correctly questions about more complex text.

The role of standards. The revised standards emphasize the range and complexity of texts that move students to proficiency as they progress through the grades. Below is the 3-part model for measuring the complexity of texts.



Qualitative measures. These include dimensions of text such as its purpose, levels of meaning, structure, conventions of language, and the knowledge demands they place upon the reader.

Quantitative measures. These measures refer to aspects of text complexity that can be objectively measured, for example, word length and frequency, sentence length, and text cohesion.

Reader and Task considerations. While quantitative and qualitative elements of complexity focus on the text itself, the *Reader and Task* dimension considers individual readers and variables such as their motivation, background knowledge, and the purpose and difficulty of the task associated with a given text. Assessments in this dimension rely on professional judgment and expertise of classroom teachers as they consider their students and the subject matter at hand.

Lexile ranges. Measures of text complexity must be aligned with college and career readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year, credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. *Please see Appendix A for associated Lexile ranges by grade band.*

Distribution of literary and informational text types. The 2009 reading framework for the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessments as students advance through the grades. The revised standards for English Language Arts are aligned to this framework so that all students are equipped to meet the text complexity demands of college and career readiness.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. 2008.
Reading Framework for the 2009 National Assessment of Educational Progress.

Distribution of communicative purposes by grade in the 2011 NAEP Writing Framework. NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The Framework recognizes these modes as mutually reinforcing writing capacities—writing to persuade, to explain, and to convey real or imagined experiences. A body of evidence related to the demands of college and career readiness requires shifting emphasis so that in grades 9-12, the overwhelming focus of writing is on arguments and informative/explanatory text types.

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. 2007.
Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

Shared responsibility for literacy development. ELA teachers have a unique and specialized role in developing students' literacy skills, including systematic instruction of the foundations of reading and writing. But the comprehensive nature of the standards—reading, writing, language development, vocabulary acquisition, speaking and listening—and their applicability to student success in other content areas, requires that they be a shared responsibility within the school. An interdisciplinary approach to literacy assures students receive explicit instruction in reading and writing with a wide range of discipline-specific texts and tasks.

The Nebraska Instructional Materials Collaborative

Every Nebraska student deserves the opportunity to learn from high-quality, standards-aligned instructional materials to prepare for success in college, career, and civic life. While the revised standards lay out a roadmap for the acquisition of 21st century literacy skills, high-quality instructional materials, along with a well-crafted, locally determined curriculum, are essential to assuring students meet grade-level benchmarks.

The Nebraska Instructional Materials Collaborative promotes and advances equity by providing tools and resources so that all Nebraska students have access to high-quality materials. This includes learning the content outlined in Nebraska's college- and career-ready standards but also includes opportunities for students to discover and explore their passions within the context of postsecondary interests. Research demonstrates that English language learners, students with disabilities, low-income, and students of color are less likely to have access to high quality content or textbooks in the classroom. This inequity, in part, accounts for the significant achievement gap between these students and their peers. The NIMC is committed to help address this gap.

Developing a vision. As districts consider instructional materials, a key first step is establishing a district-wide vision for excellent literacy instruction in which all students have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

The implementation of high-quality instructional materials is a critical to assuring students have access to the grade-level texts, tasks, and instruction that will prepare them for future success. The Nebraska Instructional Materials Collaborative provides reviews of ELA materials based upon:

- the text quality and complexity and their alignment to standards with tasks grounded in evidence;
- the knowledge-building of texts, vocabulary, and tasks;
- and instructional supports and usability measures.

In addition to review tools, the NIMC provides an abundance of resources such as subject-specific guidance for navigating the selection and implementation process, supporting research, professional development resources, communication tools, archived webinars, upcoming events, FAQs, and a statewide map of HQIMs in use by Nebraska districts, To learn more please visit the Nebraska Instructional Materials Collaborative website.

Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Because SEL plays a critical role in learning and human development, the revised standards for English Language Arts recognize it as an integral part of rigorous and meaningful curriculum and instruction.

The CASEL Framework. The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a widely used framework that identifies five core competencies:

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Foundations of Reading

A sequence of explicit, systematic phonics instruction provides the foundation for literacy. Nebraska's 2021 College and Career Ready *Foundations of Reading* standards align with the body of research known as the science of reading. A systematic approach to the foundational skills—*Concepts of Print, Phonological Awareness*, *Phonics and Word Analysis*, and *Fluency*—supports emergent readers as they develop proficiency during the early years.

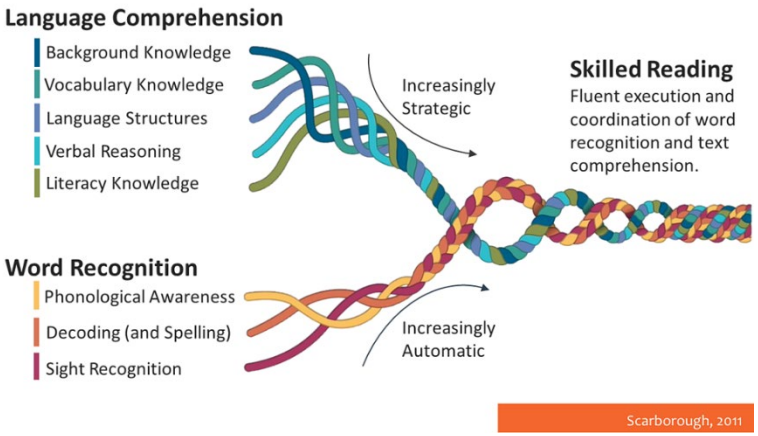
Concepts of print. Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

Phonological awareness. Phonological or phonemic awareness is the ability to recognize and manipulate the sounds in spoken language. Young children begin developing phonological awareness by enjoying and reciting rhyming words and alliterative phrases from familiar stories, songs, or nursery rhymes.

Phonics and word analysis. The ability to match the sounds of spoken language with individual letters or groups of letters is known as *phonics*. Instruction focuses on common letter-sound correspondences, strategies for sounding out letters, and blending sounds into words. Word analysis instruction focuses on recognizing base words, prefixes, and suffixes in increasingly complex words.

Fluency. Fluency is the ability to read with speed, accuracy, and appropriate expression. As the ability to decode, or master letter-sound relationships, improves, so does a student's ability to read smoothly and clearly. Fluency is considered the "bridge" to reading comprehension; a student is considered a proficient reader when both fluency and reading comprehension are at grade level.

The graphic below, known as Scarborough's Rope, represents the complexities involved in learning to read and illustrates the interconnectedness of foundational reading skills. The Reading Rope is comprised of upper and lower "strands" related to language comprehension and word recognition. The elements of word recognition work together as a young reader develops automaticity with decoding and fluency with reading aloud. Language comprehension skills that include background knowledge, vocabulary, and knowledge of language structures, complement development in the lower strand. Over time, increasingly strategic instruction and opportunities for practice assure students grow into proficient readers.



The extent to which students master foundational skills determines their later ability to understand complex, grade-level texts in a variety of subject areas. While many students progress through learning targets naturally and with ease, as literacy expert and author Dr. Louisa Moats explains, "Teaching reading to a student who does not learn easily or naturally is a complex and challenging professional enterprise that requires deep knowledge of content of the cognitive and language factors that shape student learning, and of pedagogical detail."

The Nebraska State Board of Education supports and encourages systemic efforts to improve early literacy for all students, working to ensure that all students become successful readers and writers prepared for college, career, and civic life. To learn more about instructional resources, including for readers who struggle, please visit https://www.education.ne.gov/nebraskareads/.

Key Features of the Standards

Reading: Text complexity and the growth of comprehension. The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The standards are designed to demonstrate a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research. The revised standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and literary forms. The *Modes of Writing* standards and indicators convey the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout this document.

Production of writing: Conventions, effective use, and vocabulary. The *Production of Writing* strand includes the many skills that comprise essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. These standards and indicators also recognize the sentence as the building block of writing and build in sophistication as they progress through the grades. The V*ocabulary* standards complement the sequence of grammar, usage, and mechanics with their focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Speaking and Listening: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations. The *Speaking and Listening* standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Kindergarten Standards

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FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

LA.K.F.1 Demonstrate knowledge of the organization and basic concepts of print.

a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.
b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.
c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.
d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

LA.K.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Segment and count spoken sentences into words.
b. Recognize and begin to produce oral rhymes.
c. Count, produce, and segment spoken words into syllables and identify syllable parts.
d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).
e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").
f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.K.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.
c. Decode consonant-vowel-consonant (CVC) words.
d. Encode consonant-vowel-consonant (CVC) words.
e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.
LA.K.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

a. Recognize upper and lowercase letters automatically and accurately.
b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.
c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).

Instructional Considerations

- In recognizing and producing oral rhymes, students should indicate the location of the rhyme, i.e. at the end of a line of print.
- Students can demonstrate understanding of one-to-one correspondence between voice and print by pointing to each word in a sentence as it is read aloud.
- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
LA.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.
LA.K.RP.4 With prompting and support, identify the basic characteristics of literary text.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.K.RP.5 With prompting and support, compare and contrast the experiences of characters in familiar stories.
LA.K.RP.6 With prompting and support, ask and answer questions about key details in a literary text.
LA.K.RP.7 With prompting and support, make connections between own experiences and other cultures in literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary texts independently and proficiently.
LA.K.RP.8 Actively engage in group reading activities with purpose and understanding.

Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

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READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
LA.K.RI.1 With prompting and support, identify the main topic and key details in an informational text.
LA.K.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
LA.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.
LA.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.
LA.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.
LA.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.
LA.K.RI.7 With prompting and support, make connections between own experiences and other cultures in informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational texts independently and proficiently.
LA.K.RI.8 Actively engage in group reading activities with purpose and understanding.

Instructional Considerations

- A text's topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, "zoo animals."
- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students may explain orally statements of fact or opinion either in response to questions or while engaging in discussion of text.

V O C A B U L A R Y

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
LA.K.V.1 Recognize and use conversational and grade-level academic vocabulary.

a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).
b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.
c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
LA.K.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.
b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.
c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.
d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Foundations of Writing | Apply handwriting skills to communicate ideas and information.
LA.K.FW.1 Demonstrate basic handwriting skills.

a. Identify and match upper and lowercase manuscript letters.
b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.
c. Write left to right and use appropriate spacing between letters and words.

LA.K.FW.2 Demonstrate sound-letter concepts when writing.

a. Segment phonemes orally in single-syllable words.
b. Demonstrate understanding that syllables are organized around vowel sounds.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
LA.K.W.1 With prompting and support, form and use complete simple sentences in shared language activities.

a. Capitalize the first word in a sentence and the pronoun *I*.
b. Recognize and name end punctuation.
c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).
d. Form regular plural nouns by adding /s/ or /es/.
e. Use interrogatives to ask questions.
f. Use subject-verb agreement in simple sentences.

LA.K.W.2 With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.

a. Use prewriting activities and resources to generate ideas.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Use feedback from others to improve writing and/or add details.
d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.
LA.K.W.3 With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

LA.K.W.4 With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.

LA.K.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

LA.K.W.6 With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

Instructional Considerations

- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- At this grade level, written pieces may be a combination of words, pictures, and dictated text.
- At this grade level, some personal opinion may be included in informational pieces.
- *The improvement of writing* refers to the editing of both drawing and writing.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
LA.K.SL.1 With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.

a. Ask pertinent questions to acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
e. Complete a task following one/two-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
LA.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
b. Convey a personal perspective with clear reasons.
c. Explain the purpose of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
e. Use appropriate visual and/or digital tools to support verbal communication.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 1 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.
LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print.

a. Recognize the distinguishing features of a sentence.

Phonological Awareness |Demonstrate phonological awareness through oral activities.
understanding of spoken words, syllables, and sounds (phonemes).
LA.1.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.
b. Delete initial and final phonemes in words.
c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.
d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words), (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.
b. Decode and encode simple words with r-controlled vowels.
c. Decode and encode regularly spelled one-syllable words.
d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.
e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.
f. Decode and encode words with inflectional endings.
g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
h. Recognize and read grade-appropriate, irregularly spelled words.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.
LA.1.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.
b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Instructional Considerations

- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.
LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.
LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.
LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary texts.
LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.
LA.1.RP.6 Ask and answer questions about key details in a literary text.
LA.1.RP.7 Make connections between own experiences and other cultures in literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary texts independently and proficiently.
LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
LA.1.RI.1 Identify the main topic and key details in an informational text.
LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.
LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.
LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.
LA.1.RI.6 Identify an author's opinion(s) about a text.
LA.1.RI.7 Make connections between own experiences and other cultures in informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational texts independently and proficiently.
LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.

Instructional Considerations

- A text's topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, "zoo animals."
- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.1.V.1 Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.

a. Use sentence-level context clues to determine the meaning of a word or phrase.
b. Use commonly occurring affixes to determine the meaning of unknown words.
c. Identify commonly occurring root words and their inflectional forms.
d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.1.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.
b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).
c. Ask and answer questions about key words and phrases to determine their meaning.
d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Foundations of Writing | Apply handwriting skills to legibly communicate ideas and information.

LA.1.FW.1 Demonstrate and apply handwriting skills.

a. Print all upper and lowercase manuscript letters using correct formation.
b. Write the common grapheme (letter or letter group) for each phoneme.
c. Use appropriate spacing between letters and words.

LA.1.FW.2 Demonstrate sound-letter concepts when writing.

a. Segment phonemes in two- and three-phoneme syllables.
b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.1.W.1 Write and expand grammatically correct simple sentences and paragraphs.

a. Capitalize proper nouns (e.g., days of the week, names of people).
b. Use end punctuation, commas in dates, and commas to separate single words in a series.
c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.
d. Form and use regular and frequently occurring irregular plural nouns.
e. Use subject-verb agreement in simple and compound sentences.

LA.1.W.2 Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and resources to generate and organize ideas.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Use feedback from others to improve writing and/or add details.
d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.1.W.3 With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.

a. Include some relevant details.
b. Use time order words to signal sequence of events.
c. Provide a sense of closure.

LA.1.W.4 With prompting and support, express an opinion about a topic or text and provide a supporting reason.

a. Introduce a topic or text.
b. State an opinion and provide a reason to support the opinion.
c. Provide a sense of closure.

LA.1.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.

a. Introduce a topic.
b. Develop a topic using supporting facts and details.
c. Use words and phrases related to the topic.
d. Provide a sense of closure.

LA.1.W.6 With prompting and support, identify information from provided sources to answer a question.

a. Retell or recall information from provided sources.
b. Use provided print and/or digital tools to gather information and ideas to answer questions.
c. Sort evidence and information into categories.
d. Use provided print and/or digital tools to gather information and ideas and to answer questions.
e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
LA.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.

a. Ask pertinent questions to acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
e. Complete a task following one/two-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
LA.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.
b. Convey a personal perspective with clear reasons.
c. With prompting and support, explain the purpose of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
e. Use appropriate visual and/or digital tools to support verbal communication.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 2 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.
LA.2.F.1 Demonstrate knowledge of the organization and basic concepts of print.

a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

Phonological Awareness |Demonstrate phonological awareness through oral activities.
LA.2.F.2 Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).

a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.
b. Substitute sounds in words with five or more phonemes.
c. Delete initial and final phonemes in words including words with blends.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
LA.2.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Decode words with variable vowel teams and vowel diphthongs.
b. Decode regularly spelled two-syllable words with long vowels.
c. Decode words with open and closed syllables and consonant -le.
d. Decode words with common Anglo roots and suffixes.
e. Decode words with silent letter combinations.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.
LA.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.
b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Instructional Considerations

- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.
LA.2.RP.2 Describe characters and how they interact with one another.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.
LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.
LA.2.RP.6 Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.
LA.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using text evidence is a necessary step.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.2.RI.1 Identify the main topic and key details in a multi-paragraph text.
LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.2.RI.3 Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
LA.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.
LA.2.RI.6 Explain an author's opinion(s) and supporting evidence from the text.
LA.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.
LA.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

Approved by the Nebraska State Board of Education on September 2, 2021

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.2.V.1 Recognize and use conversational and grade-level academic vocabulary.

a. Use sentence-level context clues to determine the meaning of a word or phrase.
b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).
c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).
d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).
e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.2.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Ask and answer questions about key words and phrases to determine their meaning.
b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Foundations of Writing | Apply handwriting skills to communicate ideas and information.

LA.2.FW.1 Demonstrate and apply handwriting skills.

a. Write legibly using correct formation of letters with automaticity and proper spacing between words.

LA.2.FW.2 Demonstrate sound-letter concepts when writing.

a. Write common graphemes (letters or letter groups) for each phoneme.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.2.W.1 Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).

a. Capitalize proper nouns (e.g., holidays, countries, product names).
b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.
c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.
d. Maintain consistent verb tense across sentences or paragraphs.

LA.2.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and resources to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.2.W.3 Write personal or fictional narratives that retell two or more appropriately sequenced events.

a. Include relevant details about characters and settings.
b. Use time order words to signal a sequence of events.
c. Provide a sense of closure.

LA.2.W.4 Express an opinion and provide supporting reasons.

a. Introduce a topic or text.
b. State an opinion and provide reasons to support the opinion.
c. Provide a concluding statement or section.

LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.

a. Introduce a topic or text.
b. Develop a topic with facts, details, and definitions.
c. Use words and phrases related to the topic.
d. Provide a concluding statement or section.

LA.2.W.6 Locate information from provided sources to answer questions about a topic.

a. Retell information from provided sources to support ideas while avoiding plagiarism.
b. Identify print and digital tools to gather information and ideas and answer questions.
c. Sort evidence and information into categories.
d. Demonstrate academic integrity by referencing sources in writing and speaking.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.2.SL.1 Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.

a. Ask pertinent questions to acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.
b. Convey a personal perspective with clear reasons.
c. Explain the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
e. Use appropriate visual and/or digital tools to support verbal communication.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 3 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness |Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.3.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Decode words with common Latin suffixes.
b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.
c. Decode multisyllabic words.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.3.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Instructional Considerations

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
LA.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.
LA.3.RP.2 Explain how characters respond to major events and challenges in a literary text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.
LA.3.RP.3 Determine and explain the point of view in a literary text.
LA.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).
LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.
LA.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.3.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.

Instructional Considerations

- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Point of view* refers to the vantage point from which a narrative is told.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.3.RI.1 Identify the central idea and explain how key details support that idea.
LA.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.3.RI.3 Determine and explain the author's purpose in an informational text.
LA.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
LA.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.
LA.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.
LA.3.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.

V O C A B U L A R Y

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.3.V.1 Acquire and use grade-level academic vocabulary appropriately.

a. Use sentence-level context clues to determine the meaning of a word or phrase.
b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).
c. Use known root words to determine the meaning of unknown words (e.g., company, companion).
d. Determine the meanings of key words and phrases using reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.3.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.3.W.1 Write paragraphs using a variety of sentence types.

a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.
b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.
c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.
d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.
f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.
g. Use frequently occurring prepositions and prepositional phrases.

LA.3.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and resources to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

a. Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).
b. Include descriptive details about characters, events, or settings.
c. Use words and phrases to signal a sequence of events.
d. Provide a closure related to the creative or expressive event or experience.

LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.

a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.
b. Use linking words and phrases to connect opinions and reasons.
c. Provide a concluding statement or section related to the opinion.

LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.
b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.
c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
d. Provide a concluding statement or section related to the topic.

LA.3.W.6 Locate evidence from literary and/or informational text sources to answer questions about a topic.

a. Paraphrase information from sources to support ideas while avoiding plagiarism.
b. Identify print and digital tools to gather information and ideas to answer questions.
c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.3.SL.1 Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.

a. Ask relevant questions to build on ideas and acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.3.SL.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.
b. Convey a perspective with clear reasoning and support.
c. Identify the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 4 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness |Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.4.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Decode words with common Latin derived words.
b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.4.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

Instructional Considerations

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.
LA.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.
LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.4.RP.5 Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.
LA.4.RP.6 Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
LA.4.RP.7 Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.4.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key details.
LA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.4.RI.3 Compare and contrast authors' perspectives in multiple informational texts of the same topic.
LA.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
LA.4.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.
LA.4.RI.7 Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.
LA.4.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Student should be made aware that authors sometimes use different structures for different sections within a larger piece.

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.4.V.1 Acquire and use grade-level academic vocabulary appropriately.

a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.
b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).
c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.4.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.
b. Recognize and explain the meaning of commonly occurring idioms and adages.
c. Use knowledge of words by relating them to their antonyms and synonyms.

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
c. Identify and use simple appositive phrases.
d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
f. Identify and revise fragment and run-on sentences in speaking and writing.

LA.4.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and resources to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

a. Establish a situation and introduce a narrator and/or character(s).
b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
d. Provide a conclusion related to the creative or expressive event or experience.

LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.

a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
b. Use facts and details to support reasons and/or evidence.
c. Use linking words and phrases to connect ideas.
d. Provide a concluding statement or section related to the opinion.

LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
d. Provide a concluding statement or section related to the information or explanation(s).

LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.

a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
b. Identify print and digital tools to gather information and evidence.
c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.4.SL.1 Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.

a. Ask relevant questions to build on ideas or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.4.SL.2 Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.
b. Convey a perspective with clear reasoning and support.
c. Identify the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 5 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness |Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.5.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

a. Decode words with common Greek derived words.
b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

Instructional Considerations

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.
LA.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary text.
LA.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.
LA.5.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.5.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.
LA.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.
LA.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.5.RI.3 Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
LA.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.
LA.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
LA.5.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
LA.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.
LA.5.RI.8 Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.

- *Text structure* refers to the primary way an author organizes information in a text. Student should be made aware that authors sometimes use different structures for different sections within a larger piece.

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.5.V.1 Acquire and use grade-level academic vocabulary appropriately.

a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.
c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.5.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figurative language, including similes and metaphors, in context.
b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

LA.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and resources to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

a. Establish a situation and introduce a narrator and/or characters.
b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
d. Provide a conclusion related to the creative or expressive event or experience.

LA.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.

a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
b. Use facts and details to support reasons and/or evidence.
c. Use words, phrases, and key vocabulary to connect ideas.
d. Provide a concluding statement or section related to the perspective.

LA.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
d. Provide a concluding statement or section related to the information or explanation(s).

LA.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.

a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.5.SL.2 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.

a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.
b. Convey a perspective with clear reasoning and support.
c. Identify the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 6 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.
LA.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.
LA.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.
LA.6.RP.5 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.
LA.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.
LA.6.RP.7 Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.
LA.6.RP.8 Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.6.RI.1 Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
LA.6.RI.2 Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.6.RI.3 Explain how an author establishes and conveys a perspective or purpose in an informational text.
LA.6.RI.4 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.6.RI.5 Compare and contrast one author's presentation of information with that of another.
LA.6.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
LA.6.RI.7 Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.
LA.6.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

V O C A B U L A R Y

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.6.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.6.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.6.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

a. Apply knowledge of rules for capitalization.
b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.
c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.
d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.
e. Identify and use verb tenses (e.g., progressive).
f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).
g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

LA.6.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.
b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.
c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.
a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
b. Use relevant evidence from two or more credible sources.
c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
d. Provide a concluding statement or section that follows from the argument presented.

LA.6.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
d. Provide a concluding statement or section that follows from the information or explanation(s).

LA.6.W.6 Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.
a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.
b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
c. Select and use appropriate note-taking formats to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.6.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.6.SL.2 Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.

a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.
b. Convey a perspective with clear reasoning and support.
c. Analyze the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).
e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 7 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.

LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.

LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.7.RI.5 Analyze how the major sections of text contribute to the development of ideas in an informational text.

LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

LA.7.RI.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

V O C A B U L A R Y

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.7.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

a. Apply knowledge of rules for capitalization.
b. Use a comma to separate coordinate adjectives.
c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.
e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

LA.7.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
b. Explain and cite relevant evidence from multiple credible sources.
c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
d. Provide a concluding statement or section that follows from the information or explanation(s).

LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.

a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
c. Select and use appropriate note-taking formats to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
e. Complete a task following multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.7.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.
b. Convey a perspective with clear reasoning and valid evidence.
c. Analyze the purpose and credibility of information being presented.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grade 8 Standards

Approved by the Nebraska State Board of Education on September 2, 2021

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.
LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.
LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.
LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
LA.8.RP.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Instructional Considerations

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.8.RI.1 Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.
LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
LA.8.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
LA.8.RI.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.8.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).
c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.8.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figures of speech (e.g., verbal irony, puns) in context.
b. Determine the relationship between particular words to better understand each of the words.
c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

a. Apply knowledge of rules for capitalization.
b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.
c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).
d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).
e. Use appropriate parallel structure in words, phrases, and clauses.
f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

LA.8.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.

b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.

LA.8.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.
c. Explain and cite relevant evidence from multiple credible sources.
d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.
e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
f. Provide a conclusion that follows from and supports the argument(s) presented.

LA.8.W.5 Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.

a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.
b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.
d. Provide a concluding statement or section that follows from the information or explanation(s).

LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).

a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.

b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.
c. Select and use appropriate note-taking formats to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
e. Complete a task following complex, multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.8.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.
b. Convey a perspective with clear reasoning and valid evidence.
c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grades 9-10 Standards

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.
LA.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.
LA.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).
LA.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.10.RP.7 Analyze multiple perspectives within and across a wide range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.10.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LA.10.RI.4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.10.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
b. Analyze nuances in the meanings of words with similar denotations.

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

a. Apply knowledge of rules for capitalization.
b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.
c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
d. Select and use verbs with appropriate voice and mood.
e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.
e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

LA.10.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
e. Provide a conclusion that follows from and supports the argument(s) presented.

LA.10.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.

e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
c. Select and use appropriate note-taking formats to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
e. Complete a task following complex, multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
b. Convey a perspective with clear reasoning and valid evidence.
c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grades 11-12 Standards

READING PROSE AND POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.
LA.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.
LA.12.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
LA.12.RP.3 Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.
LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
LA.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.
LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.
LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

Instructional Considerations

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.
LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
LA.12.RI.3 Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.
LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.

Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

V O C A B U L A R Y

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.12.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.
b. Analyze nuances in the meanings of words with similar denotations.

Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.12.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.

a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

LA.12.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Modes of Writing | Write in a variety of modes for multiple purposes and audiences across disciplines.

LA.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.

e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

LA.12.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
e. Provide a conclusion that follows from and supports the argument(s) presented.

LA.12.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

LA.12.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).

a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.

b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
c. Select and use appropriate note-taking formats to collect and organize information.
d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Instructional Considerations

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

SPEAKING AND LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
e. Complete a task following complex, multi-step directions.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.12.SL.2 Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
b. Convey a perspective with clear reasoning and valid evidence.
c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

Instructional Considerations

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

Grades K-12 Vertical Progressions

K-5 Foundations of Reading Concepts of Print: Standard 1	
Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.	
Grade	**Indicator(s)**
5	*Mastered at Grade 2 and blended with other skills at this grade level.*
4	*Mastered at Grade 2 and blended with other skills at this grade level.*
3	*Mastered at Grade 2 and blended with other skills at this grade level.*
2	**LA.2.F.1** Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
1	**LA.1.F.1** Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a sentence.
K	**LA.K.F.1** Demonstrate knowledge of the organization and basic concepts of print. a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

K-5 Foundations of Reading Phonological Awareness: Standard 2	
Phonological Awareness | Demonstrate phonological awareness through oral activities.	
Grade	**Indicator(s)**
5	*Mastered at Grade 2 and blended with other skills at this grade level.*
4	*Mastered at Grade 2 and blended with other skills at this grade level.*
3	*Mastered at Grade 2 and blended with other skills at this grade level.*
2	**LA.2.F.2** Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes). a. Identify, segment, and blend phonemes in single-syllable, spoken five- and six-phoneme words including words with blends, digraphs, and trigraphs. b. Substitute sounds in words with five or more phonemes. c. Delete initial and final phonemes in words including words with blends.
1	**LA.1.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify, segment and blend phonemes in single syllable spoken three- and four-phoneme words including words with blends. b. Delete initial and final phonemes in words. c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends. d. Add or substitute individual sounds (phonemes in simple, one-syllable words) to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").
K	**LA.K.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Segment and count spoken sentences into words. b. Recognize and begin to produce oral rhymes. c. Count, produce, and segment spoken words into syllables and identify syllable parts. d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab). e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'"). f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

K-5 Foundations of Reading
Phonics and Word Analysis: Standard 3

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

Grade	Indicators
5	**LA.5.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode words with common Greek derived words. b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in and out of context.
4	**LA.4.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode words with common Latin derived words including Latin plurals. b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.
3	**LA.3.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode words with common Latin suffixes. b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. c. Decode multisyllabic words.
2	**LA.2.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode words with variable vowel teams and vowel diphthongs. b. Decode regularly spelled two-syllable words with long vowels. c. Decode words with open and closed syllables and consonant -le. d. Decode words with common Anglo roots and affixes. e. Decode words with silent letter combinations.
1	**LA.1.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends. b. Decode and encode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds. e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables. f. Decode and encode words with inflectional endings. g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. h. Recognize and read grade-appropriate, irregularly spelled words.
K	**LA.K.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words. a. Demonstrate basic knowledge of one-to-one sound-to-letter correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.

	c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words. e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K-5 Foundations of Reading Fluency: Standard 4	
Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.	
Grade	**Indicators**
5	**LA.5.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
4	**LA.4.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.
3	**LA.3.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension. a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text. c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).
2	**LA.2.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension. a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning. b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).
1	**LA.1.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension. a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning. b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).
K	**LA.K.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension. a. Recognize upper and lowercase letters automatically and accurately. b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy. c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

K-12 Reading Comprehension
Central Ideas and Details: Standard 1

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

Grade	Prose and Poetry	Informational Text
11-12	**LA.12.RP.1** Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	**LA.12.RI.1** Evaluate the development of central ideas over the course of an informational text or texts.
9-10	**LA.10.RP.1** Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	**LA.10.RI.1** Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
8	**LA.8.RP.1** Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	**LA.8.RI.1** Determine two or more implied or explicit central ideas of a text and how they develop over the course of an informational text, including their relationship to supporting ideas.
7	**LA.7.RP.1** Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	**LA.7.RI.1** Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
6	**LA.6.RP.1** Determine the implied or explicit theme and how it develops over the course of a literary text.	**LA.6.RI.1** Determine the implied or explicit central idea and how it develops over the course of an informational text.
5	**LA.5.RP.1** Explain the theme in a literary text and how it is conveyed through key details.	**LA.5.RI.1** Explain the central idea in an informational text and how it is conveyed through key details.
4	**LA.4.RP.1** Determine a theme in a literary text and how it is conveyed through key details.	**LA.4.RI.1** Determine the central idea of an informational text and how it is conveyed through key details.
3	**LA.3.RP.1** Identify the central message or lesson in a literary text and explain how key details support that idea.	**LA.3.RI.3** Determine and explain the author's purpose in an informational text.
2	**LA.2.RP.1** Recount narratives and determine their central message, lesson, or moral.	**LA.2.RI.1** Identify the main topic and key details in a multi-paragraph text.
1	**LA.1.RP.1** Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	**LA.1.RI.1** Identify the main topic and key details in an informational text.
K	**LA.K.RP.1** With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	**LA.K.RI.1** With prompting and support, identify the main topic and key details in an informational text.

K-12 Reading Comprehension
Central Ideas and Details: Standard 2

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

Grade	Prose and Poetry	Informational Text
11-12	**LA.12.RP.2** Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	**LA.12.RI.2** Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
9-10	**LA.10.RP.2** Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	**LA.10.RI.2** Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
8	**LA.8.RP.2** Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	**LA.8.RI.2** Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
7	**LA.7.RP.2** Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	**LA.7.RI.2** Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
6	**LA.6.RP.2** Explain how a plot unfolds in a literary text as well as how the characters respond to events or changes as the plot moves toward a resolution.	**LA.6.RI.2** Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
5	**LA.5.RP.2** Compare and contrast two or more characters, settings, or events in a literary text or texts.	**LA.5.RI.2** Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from a text or texts.
4	**LA.4.RP.2** Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	**LA.4.RI.2** Analyze an individual, event, scientific idea or concept, or steps in a process.
3	**LA.3.RP.2** Explain how characters respond to major events and challenges in a literary text.	**LA.3.RI.2** Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
2	**LA.2.RP.2** Describe characters and how they interact with one another.	**LA.2.RI.2** Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
1	**LA.1.RP.2** Identify the main character(s), setting, and important events, drawing on key details in a literary text.	**LA.1.RI.2** Identify key individuals, events, or pieces of information in an informational text.
K	**LA.K.RP.2** With prompting and support, identify main character(s), setting, and important events in a literary text.	**LA.K.RI.1** With prompting and support, identify the main topic and key details in an informational text.

K-12 Reading Comprehension Author's Craft: Standard 3		
Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.3** Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	**LA.12.RI.3** Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
9-10	**LA.10.RP.3** Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	**LA.10.RI.3** Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
8	**LA.8.RP.3** Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	**LA.8.RI.3** Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
7	**LA.7.RP.3** Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	**LA.7.RI.3** Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
6	**LA.6.RP.3** Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	**LA.6.RI.3** Explain how an author establishes and conveys a perspective or purpose in an informational text.
5	**LA.5.RP.3** Describe how a narrator or speaker's point of view influences the meaning of a literary text.	**LA.5.RI.3** Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
4	**LA.4.RP.3** Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	**LA.4.RI.3** Compare and contrast authors' perspectives in multiple informational texts of the same topic.
3	**LA.3.RP.3** Determine and explain the point of view in a literary text.	**LA.3.RI.3** Determine and explain the author's purpose in an informational text.
2	**LA.2.RP.3** Determine and explain who is telling a story within and across literary texts.	**LA.2.RI.3** Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
1	**LA.1.RP.3** Explain the difference between the roles of author and narrator or speaker in a literary text.	**LA.1.RI.3** Define the role of the author and illustrator in presenting the ideas or information in a text.
K	**LA.K.RP.3** With prompting and support, define the role of author and illustrator in a literary text.	**LA.K.RI.3** With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

K-12 Reading Comprehension Author's Craft: Standard 4		
Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.4** Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	**LA.12.RI.4** Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
9-10	**LA.10.RP.4** Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	**LA.10.RI.4** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
8	**LA.8.RP.4** Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	**LA.8.RI.4** Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
7	**LA.7.RP.4** Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	**LA.7.RI.4** Analyze how the major sections of text contribute to the development of ideas in an informational text.
6	**LA.6.RP.4** Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).	**LA.6.RI.4** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5	**LA.5.RP.4** Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	**LA.5.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
4	**LA.4.RP.4** Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	**LA.4.RI.4** Describe the overall structure of an informational text and how it contributes to meaning.
3	**LA.3.RP.4** Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	**LA.3.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
2	**LA.2.RP.4** Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	**LA.2.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
1	**LA.1.RP.4** Identify the basic characteristics of literary text, drawing on a wide range of text types.	**LA.1.RI.4** Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
K	**LA.K.RP.4** With prompting and support, identify the basic characteristics of literary text.	**LA.K.RI.4** With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

K-12 Reading Comprehension Knowledge and Ideas: Standard 5		
Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.5** Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	**LA.12.RI.5** Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
9-10	**LA.10.RP.5** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	**LA.10.RI.5** Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
8	**LA.8.RP.5** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	**LA.8.RI.5** Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
7	**LA.7.RP.5** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	**LA.7.RI.5** Analyze how the major sections of text contribute to the development of ideas in an informational text.
6	**LA.6.RP.5** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	**LA.6.RI.5** Compare and contrast one author's presentation of information with that of another.
5	**LA.5.RP.5** Compare and contrast the treatment of themes and topics in literary texts of the same genre.	**LA.5.RI.5** Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
4	**LA.4.RP.5** Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	**LA.4.RI.5** Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
3	**LA.3.RP.5** Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g. books from a series).	**LA.3.RI.5** Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
2	**LA.2.RP.** Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	**LA.2.RI.5** Compare and contrast the two most important ideas presented by two informational texts on the same topic.
1	**LA.1.RP.5** Compare and contrast the experiences of characters in familiar stories.	**LA.1.RI.5** Identify basic similarities and differences between two informational texts on the same topic.
K	**LA.K.RP.5** With prompting and support, compare and contrast the experiences of characters in familiar stories.	**LA.K.RI.5** With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

K-12 Reading Comprehension Knowledge and Ideas: Standard 6		
Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.6** Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	**LA.12.RI.6** Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
9-10	**LA.10.RP.6** Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	**LA.10.RI.6** Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
8	**LA.8.RP.6** Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	**LA.8.RI.6** Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
7	**LA.7.RP.6** Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	**LA.7.RI.6** Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
6	**LA.6.RP.6** Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	**LA.6.RI.6** Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
5	**LA.5.RP.6** Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	**LA.5.RI.6** Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
4	**LA.4.RP.6** Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	**LA.4.RI.6** Identify an author's claim(s) and explain how the author supports the claim in the text.
3	**LA.3.RP.6** Explain what the text says explicitly and draw inferences when asking and answering questions.	**LA.3.RI.6** Identify an author's claim(s) and explain how the author supports the claim in the text.
2	**LA.2.RP.6** Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	**LA.2.RI.6** Explain an author's opinion(s) and supporting evidence from the text.
1	**LA.1.RP.6** Ask and answer questions about key details in a literary text.	**LA.1.RI.6** Identify an author's opinion(s) about a text.
K	**LA.K.RP.6** With prompting and support, ask and answer questions about key details in a literary text.	**LA.K.RI.6** With prompting and support, explain the difference between facts and opinions about a topic.

K-12 Reading Comprehension Knowledge and Ideas: Standard 7		
Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.7** Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	**LA.12.RI.7** Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
9-10	**LA.10.RP.7** Analyze multiple perspectives within and across a wide range of literary texts.	**LA.10.RI.7** Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
8	**LA.8.RP.7** Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.	**LA.8.RI.7** Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.
7	**LA.7.RP.7** Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	**LA.7.RI.7** Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
6	**LA.6.RP.7** Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	**LA.6.RI.7** Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
5	**LA.5.RP.7** Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	**LA.5.RI.7** Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
4	**LA.4.RP.7** Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	**LA.4.RI.7** Explain an author or speaker's treatment of similar topics, and/or patterns of events in a wide range of informational texts.
3	**LA.3.RP.7** Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	**LA.3.RI.7** Compare and contrast topics and/or patterns of events in a range of informational texts.
2	**LA.2.RP.7** Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	**LA.2.RI.7** Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
1	**LA.1.RP.7** With prompting and support, make connections between own experiences and other cultures in literary texts.	**LA.1.RI.7** With prompting and support, make connections between own experiences and other cultures in informational texts.
K	**LA.K.RP.7** With prompting and support, make connections between own experiences and other cultures in literary texts.	**LA.K.RI.7** With prompting and support, make connections between own experiences and other cultures in informational texts.

K-12 Reading Comprehension Range of Reading and Level of Text Complexity		
Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.		
Grade	**Prose and Poetry**	**Informational Text**
11-12	**LA.12.RP.8** Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	**LA.12.RI.8** Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
9-10	**LA.10.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	**LA.10.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.
8	**LA.8.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	**LA.8.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
7	**LA.7.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	**LA.7.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
6	**LA.6.RP.8** Read and comprehend a wide range of literary and informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	**LA.6.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
5	**LA.5.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	**LA.5.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.
4	**LA.4.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	**LA.4.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
3	**LA.3.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	**LA.3.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.
2	**LA.2.RP.8** With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	**LA.2.RI.8** With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.
1	**LA.1.RP.8** With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	**LA.1.RI.8** With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.
K	**LA.K.RP.8** Actively engage in group reading activities with purpose and understanding.	**LA.K.RI.8** Actively engage in group reading activities with purpose and understanding.

K-12 Vocabulary Acquisition and Use: Standard 1	
Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.	
Grade	**Indicators**
11-12	**LA.12.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
9-10	**LA.10.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.
8	**LA.8.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
7	**LA.7.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
6	**LA.6.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

5	**LA.5.V.1** Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words. c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.
4	**LA.4.V.1** Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., definitions, examples, or restatements) in text to determine the meanings of words and phrases. b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph). c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.
3	**LA.3.V.1** Acquire and use grade-level academic vocabulary appropriately. a. Use sentence-level context clues to determine the meaning of a word or phrase. b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable). c. Use known root words to determine the meaning of unknown words (e.g., company, companion). d. Determine the meanings of key words and phrases using reference materials and classroom resources.
2	**LA.2.V.1** Recognize and use conversational and grade-level academic vocabulary. a. Use sentence-level context clues to determine the meaning of a word or phrase. b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy). c. Use known root words to determine the meaning of unknown words (e.g., addition, additional). d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse). e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.
1	**LA.1.V.1** Recognize and use conversational and grade-level academic vocabulary. a. Use sentence-level context clues to determine the meaning of a word or phrase. b. Use commonly occurring affixes to determine the meaning of unknown words. c. Identify commonly occurring root words and their inflectional forms. d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.
K	**LA.K.V.1** Recognize and use conversational and grade-level academic vocabulary. a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly). b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words. c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.

K-12 Vocabulary Connotation and Context: Standard 2	
Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.	
Grade	**Indicators**
11-12	**LA.12.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.
9-10	**LA.10.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. b. Analyze nuances in the meanings of words with similar denotations.
8	**LA.8.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Determine the relationship between particular words to better understand each of the words. c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).
7	**LA.7.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
6	**LA.6.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category). c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

5	**LA.5.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
4	**LA.4.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text. b. Recognize and explain the meaning of commonly occurring idioms and adages. c. Use knowledge of words by relating them to their antonyms and synonyms.
3	**LA.3.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).
2	**LA.2.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Ask and answer questions about key words and phrases to determine their meaning. b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).
1	**LA.1.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships. b. Define words by their category and simple attributes (i.e., a duck is a bird that swims). c. Ask and answer questions about key words and phrases to determine their meaning. d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).
K	**LA.K.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships. b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites. c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

K-5 Foundations of Writing Standard 1	
Foundations of Writing | Apply handwriting skills to communicate ideas and information.	
Grade	**Indicators**
5	*Mastered at Grade 2 and blended with other skills at this grade level.*
4	*Mastered at Grade 2 and blended with other skills at this grade level.*
3	*Mastered at Grade 2 and blended with other skills at this grade level.*
2	**LA.2.FW.1** Demonstrate and apply handwriting skills. a. Write legibly using correct formation of letters with automaticity and proper spacing between words.
1	**LA.1.FW.1** Demonstrate and apply handwriting skills. a. Print all upper and lowercase manuscript letters using correct formation. b. Write the common grapheme (letter or letter group) for each phoneme. c. Use appropriate spacing between letters and words.
K	**LA.K.FW.1** Demonstrate basic handwriting skills. a. Identify and match upper and lowercase manuscript letters. b. Print many upper and lowercase manuscript letters using reference materials and classroom resources. c. Write left to right and use appropriate spacing between letters and words.

K-5 Foundations of Writing Standard 2	
Foundations of Writing | Apply handwriting skills to communicate ideas and information.	
Grade	**Indicators**
5	*Mastered at Grade 2 and blended with other skills at this grade level.*
4	*Mastered at Grade 2 and blended with other skills at this grade level.*
3	*Mastered at Grade 2 and blended with other skills at this grade level.*
2	**LA.2.FW.2** Demonstrate sound-letter concepts when writing. a. Write common graphemes (letters or letter groups) for each phoneme.
1	**LA.1.FW.2** Demonstrate sound-letter concepts when writing. a. Segment phonemes in two- and three-phoneme syllables. b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.
K	**LA.K.FW.2** Demonstrate sound-letter concepts when writing. a. Segment phonemes orally in single-syllable words. b. Demonstrate understanding that syllables are organized around vowel sounds.

K-12 Writing Production of Writing: Standard 1	
Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
Grade	**Indicators**
11-12	**LA.12.W.1** Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
9-10	**LA.10.W.1** Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. a. Apply knowledge of rules for capitalization. b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. d. Select and use verbs with appropriate voice and mood. e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.
8	**LA.8.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures. a. Apply knowledge of rules for capitalization. b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission. c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives). d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative). e. Use appropriate parallel structure in words, phrases, and clauses. f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.
7	**LA.7.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures. a. Apply knowledge of rules for capitalization. b. Use a comma to separate coordinate adjectives. c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). d. Use a variety of prepositional and appositive phrases in sentences and paragraphs. e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
6	**LA.6.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures. a. Apply knowledge of rules for capitalization.

	b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses. c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses. d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing. e. Identify and use verb tenses (e.g., progressive). f. Distinguish between and use different types of phrases (e.g., prepositional and appositive). g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
5	**LA.5.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures. a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works. b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address. c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions. d. Distinguish between and use types of adjectives (e.g., comparative, superlative). e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
4	**LA.4.W.1** Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing. a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks). b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses. c. Identify and use simple appositive phrases. d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking). e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're). f. Identify and revise fragment and run-on sentences in speaking and writing.
3	**LA.3.W.1** Write paragraphs using a variety of sentence types. a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles. b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives. c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses. d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences. f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing. g. Use frequently occurring prepositions and prepositional phrases.
2	**LA.2.W.1** Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory). d. Capitalize proper nouns (e.g., holidays, countries, product names).

	e. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives. f. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions. g. Maintain consistent verb tense across sentences or paragraphs.
1	**LA.1.W.1** Write and expand grammatically correct simple sentences and paragraphs. a. Capitalize proper nouns (e.g., days of the week, names of people). b. Use end punctuation, commas in dates, and commas to separate single words in a series. c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives. d. Form and use regular and frequently occurring irregular plural nouns. e. Use subject-verb agreement in simple and compound sentences.
K	**LA.K.W.1** With prompting and support, form and use complete simple sentences in shared language activities. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action). d. Form regular plural nouns by adding /s/ or /es/. e. Use interrogatives to ask questions. f. Use subject-verb agreement in simple sentences.

K-12 Writing Production of Writing: Standard 2	
Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.	
Grade	**Indicators**
11-12	**LA.12.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
9-10	**LA.10.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure. d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task. e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
8	**LA.8.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Identify and use resources and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.
7	**LA.7.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.

	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
6	**LA.6.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and inquiry tools to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
5	**LA.5.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
4	**LA.4.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols). f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.
3	**LA.3.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).

	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.
2	**LA.2.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
1	**LA.1.W.2** Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline. a. Use prewriting activities and resources to generate and organize ideas. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Use feedback from others to improve writing and/or add details. d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
K	**LA.K.W.2** With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context. a. Use prewriting activities and resources to generate ideas. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Use feedback from others to improve writing and/or add details. d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

K-12 Writing Modes of Writing: Standard 3	
Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Grade	**Indicators**
11-12	**LA.12.W.3** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.
9-10	**LA.10.W.3** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.
8	**LA.8.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings). c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.

	e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.
7	**LA.7.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.
6	**LA.6.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience. a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically. b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.
5	**LA.5.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience. a. Establish a situation and introduce a narrator and/or characters. b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events. c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally. d. Provide a conclusion related to the creative or expressive event or experience.
4	**LA.4.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience. a. Establish a situation and introduce a narrator and/or character(s). b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings. c. Use transitional words and phrases to organize a sequence of events that unfolds naturally. d. Provide a conclusion related to the creative or expressive event or experience.
3	**LA.3.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience. a. Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s). b. Include descriptive details about characters, events, or settings. c. Use words and phrases to signal sequence of events.

	d. Provide a closure related to the creative or expressive event or experience.
2	**LA.2.W.3** Write personal or fictional narratives that retell two or more appropriately sequenced events. a. Include relevant details about characters and settings. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
1	**LA.1.W.3** With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events. a. Include some relevant details. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
K	**LA.K.W.3** With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

K-12 Writing Modes of Writing: Standard 4	
Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Grade	**Indicators**
11-12	**LA.12.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
9-10	**LA.10.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
8	**LA.8.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. c. Explain and cite relevant evidence from multiple credible sources. d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. e. Adapt style and tone appropriate to the norms and conventions of the task and discipline. f. Provide a conclusion that follows from and supports the argument(s) presented.
7	**LA.7.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience. a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Explain and cite relevant evidence from multiple credible sources. c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

6	**LA.6.W.4** Write arguments that explain a perspective with supporting reasons and evidence. a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically. b. Use relevant evidence from two or more credible sources. c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from the argument presented.
5	**LA.5.W.4** Write opinion pieces that explain a perspective with supporting reasons and evidence. a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically. b. Use facts and details to support reasons and/or evidence. c. Use words, phrases, and key vocabulary to connect ideas. d. Provide a concluding statement or section related to the perspective.
4	**LA.4.W.4** Write opinion pieces that explain a perspective with supporting reasons and/or evidence. a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. b. Use facts and details to support reasons and/or evidence. c. Use linking words and phrases to connect ideas. d. Provide a concluding statement or section related to the opinion.
3	**LA.3.W.4** Write opinion pieces with supporting reasons and/or evidence. a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence. b. Use linking words and phrases to connect opinions and reasons. c. Provide a concluding statement or section related to the opinion.
2	**LA.2.W.4** Express an opinion and provide supporting reasons. a. Introduce a topic or text. b. State an opinion and provide reasons to support the opinion. c. Provide a concluding statement or section.
1	**LA.1.W.4** With prompting and support, express an opinion about a topic or text and provide a supporting reason. a. Introduce a topic or text. b. State an opinion and provide a reason to support the opinion. c. Provide a sense of closure.
K	**LA.K.W.4** With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.

K-12 Writing Modes of Writing: Standard 5	
Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Grade	**Indicators**
11-12	**LA.12.W.5** Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
9-10	**LA.10.W.5** Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements. b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
8	**LA.8.W.5** Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience. a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements. b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).
7	**LA.7.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.

	b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).
6	**LA.6.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. d. Provide a concluding statement or section that follows from the information or explanation(s).
5	**LA.5.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements. b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the information or explanation(s).
4	**LA.4.W.5** Write informative/explanatory pieces to examine a topic or text and convey ideas and information. a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements. b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic. c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the information or explanation(s).
3	**LA.3.W.5** Write informative/explanatory pieces to examine a topic or text and convey ideas and information. a. Introduce a topic and group related information together, including illustrations when useful to provide clarity. b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic. c. Use linking words and phrases and key vocabulary to connect ideas and categories of information. d. Provide a concluding statement or section related to the topic.
2	**LA.2.W.5** Write informative/explanatory pieces about a topic or text with supporting facts and details. a. Introduce a topic or text. b. Develop a topic with facts, details, and definitions. c. Use words and phrases related to the topic. d. Provide a concluding statement or section.

1	**LA.1.W.5** With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details. a. Introduce a topic. b. Develop a topic using supporting facts and details. c. Use words and phrases related to the topic. d. Provide a sense of closure.
K	**LA.K.W.5** With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

K-12 Writing Modes of Writing: Standard 6	
Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.	
Grade	**Indicator**
11-12	**LA.12.W.6** Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s). a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
9-10	**LA.10.W.6** Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s). a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago). e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
8	**LA.8.W.6** Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s). a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.

	c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
7	**LA.7.W.6** Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question. a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
6	**LA.6.W.6** Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question. a. Paraphrase and quote evidence to support ideas while avoiding plagiarism. b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Select and use appropriate note-taking formats to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
5	**LA.5.W.6** Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic. a. Paraphrase information and evidence to support ideas while avoiding plagiarism. b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

4	**LA.4.W.6** Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic. a. Paraphrase information and evidence to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and evidence. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
3	**LA.3.W.6** Locate evidence from literary and/or informational text sources to answer questions about a topic. a. Paraphrase information from sources to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and ideas to answer questions. c. Sort evidence into categories using an appropriate note-taking format to collect and organize information. d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
2	**LA.2.W.6** Locate information from provided sources to answer questions about a topic. a. Retell information from provided sources to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and ideas and answer questions. c. Sort evidence and information into categories. d. Demonstrate academic integrity by referencing sources in writing and speaking. e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).
1	**LA.1.W.6** With prompting and support, identify information from provided sources to answer a question. a. Retell or recall information from provided sources. b. Use provided print and/or digital tools to gather information and ideas to answer questions. c. Sort evidence and information into categories. d. Use provided print and/or digital tools to gather information and ideas and to answer questions. e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
K	**LA.K.W.6** With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

K-12 Speaking and Listening Comprehension and Collaboration: Standard 1	
Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.	
11-12	**LA.12.SL.1** Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions.
9-10	**LA.10.SL.1** Initiate and participate in structured discussions and collaborations about grade-level topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions.
8	**LA.8.SL.1** Initiate and participate in structured discussions and collaborations about 8th grade topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following complex, multi-step directions. Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
7	**LA.7.SL.1** Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions.
6	**LA.6.SL.1** Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.

	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
5	**LA.5.SL.1** Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts. a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning). e. Complete a task following multi-step directions.
4	**LA.4.SL.1** Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts. a. Ask relevant questions to build on ideas or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.
3	**LA.3.SL.1** Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts. a. Ask relevant questions to build on ideas and acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.
2	**LA.2.SL.1** Tell a story or recount an experience with appropriate facts and pertinent descriptive details. a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling). e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

1	**LA.1.SL.1** Participate with peers and adults in structured discussions and routines about 1st grade topics and texts. a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). e. Complete a task following one/two-step directions.
K	**LA.K.SL.1** With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts. a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). e. Complete a task following one/two-step directions.

K-12 Speaking and Listening Presentation of Knowledge and Ideas: Standard 2	
Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.	
11-12	**LA.12.SL.2** Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. b. Convey a perspective with clear reasoning and valid evidence. c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
9-10	**LA.10.SL.2** Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.
8	**LA.8.SL.2** Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts. b. Convey a perspective with clear reasoning and valid evidence. c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political). d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.
7	**LA.7.SL.2** Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts. b. Convey a perspective with clear reasoning and valid evidence.

	c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
6	**LA.6.SL.2** Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas. a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts. b. Convey a perspective with clear reasoning and support. c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
5	**LA.5.SL.2** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
4	**LA.4.SL.2** Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented.
3	**LA.3.SL.2** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
2	**LA.2.SL.2** Tell a story or recount an experience with appropriate facts and pertinent descriptive details. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts. b. Convey a personal perspective with clear reasons.

	c. Explain the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.
1	**LA.1.SL.2** Tell a story or recount experiences with appropriate facts and pertinent descriptive details. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts. b. Convey a personal perspective with clear reasons. c. With prompting and support, explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.
K	**LA.K.SL.2** With prompting and support, describe familiar people, places, things, and events, and provide additional detail. a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. b. Convey a personal perspective with clear reasons. c. Explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.

Appendix: Key Instructional Shifts for English Language Arts

Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders* have in the stages of their implementation.

ELA/Literacy Shift 1: Science of Reading/Foundations of Reading | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

Teachers…	School leaders…	Students…
▪ Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency. ▪ Provide frequent, meaningful opportunities for practice of newly acquired skills. ▪ Progress monitor with diagnostic assessments. ▪ Differentiate instruction for struggling readers.	▪ Provide systematic early literacy training based on the science of reading. ▪ Provide access to HQIMs and ongoing support for their implementation. ▪ Create structures that maximize core instruction during literacy blocks. ▪ Ensure school environments are print-rich.	▪ Orally practice in phonemic awareness activities. ▪ Engage in frequent, meaningful practice of emerging skills. ▪ Read high-quality decodable texts at school and at home. ▪ Self-select literary and informational texts based on their interests.

ELA/Literacy Shift 2: Staircase of Complexity | In order for students to be prepared for the complexity demands of the texts they will encounter in college, career, and personal life, each grade level requires a "step" of growth on the "staircase of complexity." High-quality, knowledge-building texts that are at or above grade level should form the center of instruction.

Teachers…	School leaders…	Students…
▪ Use anchor and supporting texts that increase in complexity over the year. ▪ Provide frequent, meaningful opportunities for close reading and re-reading. ▪ Provide rigorous tasks and opportunities to write and speak about content. ▪ Scaffold instruction for struggling readers.	▪ Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts. ▪ Provide deep, sustained professional learning on the implementation of HQIMs. ▪ Create structures for cross-curricular experiences with complex texts.	▪ Employ strategies for comprehending grade-level texts and their academic language. ▪ Increase time spent writing about the content of complex texts using academic language. ▪ Interact meaningfully with complex texts through robust discussion. ▪ Self-select texts at their own reading level.

ELA/Literacy Shift 3: Balancing Literary and Informational Texts | The revised standards reflect the unique but interrelated skills associated with successful comprehension of literary ("Prose and Poetry)," and informational text types. It is recommended students read a 50-50 balance of literary and informational texts, thereby building their knowledge of the world and content in science, social studies, the arts, and literature.

Teachers…	School leaders…	Students…
▪ Provide rich experiences with a variety of text types. ▪ Explicitly teach the unique characteristics and features of informational text. ▪ Use thematically-related text sets designed to build deep knowledge of topics. ▪ Read aloud to students to model expert, fluent reading of text. ▪ Scaffold instruction for struggling readers.	▪ Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts. ▪ Provide deep, sustained professional learning on the implementation of high-quality instructional materials. ▪ Develop structures and professional learning opportunities so that students access complex text in all content areas.	▪ Read a balance of literary and informational texts across content areas. ▪ Read a wide range of multimodal texts in which meaning is conveyed through visual, audio, gestural, tactile, and spatial means. ▪ Build vocabulary through a combination of conversation, direct instruction, and reading. ▪ Participate in frequent opportunities to write about content and practice the modes and structures of literary and informational text types.

ELA/Literacy Shift 4: Explicit Writing Instruction | The *Production of Writing* strand of the revised standards lays out an explicit sequence of evidence-based skills that lead to writing proficiency. The progression emphasizes sentence-level and paragraph composition so that students are able to craft cohesive writing pieces grounded in evidence from complex texts.

Teachers…	School leaders…	Students…
▪ Explicitly teach grammar, usage, and mechanic skills in the context of high-quality texts. ▪ Use high-quality instructional materials that provide a mix of on-demand and process writing tasks. ▪ Provide frequent opportunities for revising and editing pieces written by self and others. ▪ Design lessons in which students explicitly examine grammatical structures in meaningful, complex sentences. ▪ Design instruction in which students experience grammatical conventions in various contexts.	▪ Equip teachers with professional learning, high-quality materials, and evidence-based resources to support their knowledge of language. ▪ Ensure a district-wide scope and sequence reflects a carefully planned integration of language and content. ▪ Assess the frequency and quality of direct writing instruction in all classes. ▪ Support the implementation of formative, interim, and summative assessment that informs instruction.	▪ Write about the content of complex texts using academic language and conventions appropriate to the task, purpose, and audience. ▪ Recognize the sentence as the building block of all writing. ▪ Demonstrate their learning through a variety of written tasks. ▪ Engage in deliberate practice of emerging skills. ▪ Learn grammatical concepts through the construction and revision of their own writing and that of others.