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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Attend to language during conversations, songs, stories or other learning experiences.	Attends to familiar adults and/or peers during conversations related to familiar items, people and routines.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Comprehend increasingly complex and varied vocabulary.	Responds to descriptive words (e.g. hot, dirty, broken, wet) and spatial concepts.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Follow two- to three-step directions.	Follow simple one to two-step directions following familiar routines.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Participate in conversations of more than three exchanges with peers and adults.	Interact with others using varying modalities such as facial expressions, gestures, verbalizations, or using a communication device for at least one complete communicative exchange.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others;	Use language to express ideas and needs.	Uses expressive communication mode for different purposes and is able to provide sufficient detail to get needs met from a variety of adults.

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		and contribute ideas to further the group's attainment of an objective.		
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Use increasingly complex and varied vocabulary.	Use targeted vocabulary in a familiar setting using a variety of communication modalities.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Understands the difference between a question and a statement.	Responds appropriately to a presented question or a statement.
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Practices asking questions and making statements.	Makes simple statements about recent events and familiar people and objects that are not present and asks simple questions about familiar routines or activities (using sign, AT, gestures).
Preschool	1. Oral Expression and Listening	1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	Speaks in sentences of five or six words.	Engages in collaborative group by using 1 - 2 word phrases using a communication modality to convey thoughts, feelings and/or ideas.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to	Shows interest in shared reading experiences and looking at books independently.	Interacts with a variety of reading materials.

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		better understand the human experience.		
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.	Attends to reader's voice and looks at letters and/or pictures in a book, orients book right side up.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Ask and answer questions and make comments about print materials.	Using preferred communication mode and support, ask and answer simple questions about known topics related to print materials.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.	Maintains attention in shared reading experiences with adults and/or peers with a variety of print materials.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Begin to identify key features of reality versus fantasy in stories, pictures, and events.	Using preferred communication mode and given choices and support, can choose what a story is about and can identify which features are real versus fantasy.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Retell stories or information from books through conversation, artistic works, creative movement, or drama.	Pretends to read a familiar book treating each page as a separate unit, using a preferred communication system, names and describes what is on each page using pictures as cues.
Preschool	2. Reading for All Purposes	3. Read a wide range of literary texts to build knowledge and to better understand the human experience.	Make predictions based on illustrations.	Uses multisensory tools as cues to make a prediction about the topic of a book/story.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Identify and discriminate between words in language.	Joins in rhyming sounds and games using multisensory modes to respond.

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Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Identify and discriminate between separate syllables in words.	Using multisensory modes to respond imitates rhyming words (loo-loo, goo-goo) and makes up nonsense words
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	Attends to the sounds and words of familiar adults and peers and imitates words.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.	Joins in rhyming sounds and games using a variety of modalities to participate.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.	Attend to letters or pictures or objects and makes associations across books.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make	Understand that print conveys meaning.	Notices print rather than just pictures in a book, may point to labels under pictures.

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		effective choices for meaning or style when writing and speaking.		
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Understand conventions, such as print moves from left to right and top to bottom of a page.	Orients book correctly, turns pages from the front of the book to the back, recognizes familiar books by the covers.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Recognize words as a unit of print and understand that letters are grouped to form words.	Distinguishes print from non-print (e.g., picture or drawing)
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Recognize the association between spoken or signed and written words.	Performs an action shown or mentioned in a book.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	Recognizes letters from non-letters in familiar settings.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-	Recognize that letters of the alphabet have distinct sound(s) associated with them.	Listens with interest indicated by facial expression, gestures, eye gaze, to books with alliteration (uses same sounds in beginning and other parts of words).

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		learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.		
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Attend to the beginning letters and sounds in familiar words.	Attend to letters or pictures or objects.
Preschool	2. Reading for All Purposes	5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.	Recognizes (receptively and expressively) some letters in own name.
Preschool	3. Writing and Composition	6. Craft arguments using techniques specific to the genre.	Experiment with writing tools and materials.	Explore a variety of writing tools
Preschool	3. Writing and Composition	6. Craft arguments using techniques specific to the genre.	Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.	Uses shapes, symbols and letters to express ideas.
Preschool	3. Writing and Composition	6. Craft arguments using techniques specific to the genre.	Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	Uses drawing, dictation and scribbles or marks to convey a message.
Preschool	3. Writing and Composition	6. Craft arguments using techniques specific to the genre.	Copy, trace, or independently write letters or words.	Experiments with vertical and horizontal straight lines - alone, next to or on top of other lines using a variety of modalities.
Preschool	4. Research Inquiry and Design	10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Differentiate between questions and statements	Demonstrate questioning behavior to seek information (e.g., opening a book, pointing to objects/pictures).

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Preschool	4. Research Inquiry and Design	10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.	Observes and imitates how other people solve problems during parallel play or small group.
Kindergarten	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language.	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)* Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a) Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.
Kindergarten	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) *	(EE.SL.K.2) Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
Kindergarten	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *	(EE.SL.K.3) Ask for help when needed.
Kindergarten	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language.	Listen with comprehension to follow two-step directions. *	Attend to a two-step direction.
Kindergarten	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) *	Express and share information from a preferred text or familiar object.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	(EE.SL.K.4) Identify familiar people, things, and events.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)	(EE.SL.K.5) Add or select drawings or other visual or tactile displays that relate to familiar people, places, things, and events.

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Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	(EE.SL,K.6) Communicate thoughts, feelings and ideas.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	(EE.SL.K.5a) Sort common objects into familiar categories.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	(EE.SL.K.5b) Demonstrate understanding of frequently occurring opposites.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)	(EE.SL.K.5c) Use words to communicate in real-life situations.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Distinguish shades of meaning among verbs describing the same general action (for example: walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)	(EE.SL.K.5d) Demonstrate an understanding of common verbs.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Use new vocabulary that is directly taught through reading, speaking, and listening. *	Apply targeted vocabulary or phrase using a communication modality, directly through conversations, read aloud, or responding to text.
Kindergarten	1. Oral Expression and Listening	2. Develop oral communication skills through a language-rich environment.	Relate new vocabulary to prior knowledge. *	Apply targeted vocabulary to a previous experience using a communication modality.
Kindergarten	2. Reading for All Purposes	1. Develop and apply the concepts of print and comprehension of literary texts.	Use Key Ideas and Details to: With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) * With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2) With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *	(EE.RL.K.1) Identify details in familiar stories; (EE.RL.K.2) identify major events in familiar stories; and (EE.RL.K.3) identify characters and settings in a familiar story.
Kindergarten	2. Reading for All Purposes	1. Develop and apply the concepts of print and comprehension of literary texts.	Use Craft and Structure to: Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) * With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)	(EE.RL.K.4) Indicate when an unknown word is used in a text; (EE.RL.K.5) recognize familiar texts (e.g., storybooks, poems); and (EE.RL.K.6) distinguish between words and illustrations in a story.

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Kindergarten	2. Reading for All Purposes	1. Develop and apply the concepts of print and comprehension of literary texts.	Use Integration of Knowledge and Ideas to: With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)	(EE.RL.K.7) Identify illustrations or objects/tactual information that go with a familiar story; and (EE.RL.K.9) identify the adventures or experiences of a character in a familiar story.
Kindergarten	2. Reading for All Purposes	1. Develop and apply the concepts of print and comprehension of literary texts.	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	(EE.RL.K.10) Actively engage in shared reading.
Kindergarten	2. Reading for All Purposes	2. Develop and apply the concepts of print and comprehension of informational texts.	Use Key Ideas and Details to: With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) *With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)	(EE.RI.K.1) Identify a detail in a familiar text; (EE.RI.K.2) identify the topic of a familiar text; and (EE.RI.K.3) identify individuals, events, or details in a familiar informational text.
Kindergarten	2. Reading for All Purposes	2. Develop and apply the concepts of print and comprehension of informational texts.	Use Craft and Structure to: With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4) Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) * Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)	(EE.RI.K.4) Indicate when an unknown word is used in a text; (EE.RI.K.5) identify the front cover of a book; and (EE.RI.K.6) distinguish between words and illustrations in an informational text.
Kindergarten	2. Reading for All Purposes	2. Develop and apply the concepts of print and comprehension of informational texts.	Use Integration of Knowledge and Ideas to: With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7) With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8) With prompting and support, identify basic similarities in and differences	(EE.RI.K.7) Identify illustrations or objects/tactual information that go with a familiar text; (EE.RI.K.8) identify points the author makes in an informational text; and (EE.RI.K.9) match similar parts of two familiar texts on the same topic.

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			between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)	
Kindergarten	2. Reading for All Purposes	2. Develop and apply the concepts of print and comprehension of informational texts.	Use Range of Reading and Level of Text Complexity to: Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)	(EE.RI.K.10) Actively engage in shared reading of informational text.
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1) * Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a) Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) * Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) * Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)*	(EE.RF.K.1) Demonstrate emerging understanding of the organization of print; and (EE.RF.K.1a) during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2) Recognize and produce rhyming words. (CCSS: RF.K.2a) *Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) *Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) * Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) * Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) * Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. * Identify phonemes for letters.	(EE.RF.K.2) Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes); (EE.RF.K.2a) recognize rhyming words; (EE.RF.K.2b) recognize the number of words in a spoken message; and (EE.RF.K.2c) identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	(EE.RF.K.3) Demonstrate emerging awareness of print; (EE.RF.K.3a) recognize first letter of own name in print; and (EE.RF.K.3c) recognize environmental print.

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			(adapted from CCSS: RF.K.3a) * Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) * Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) *	
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)	(EE.RF.K.4) Engage in purposeful shared reading of familiar text.
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4) Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a) * Use the most frequently occurring inflections and affixes (for example: -ed,-s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *	Demonstrates an emerging understanding of multiple meaning words and phrases.
Kindergarten	2. Reading for All Purposes	3. Develop basic reading skills through the use of foundational skills.	Identify and manipulate sounds. Identify and produce groups of words that begin with the same sound (alliteration). *Identify the initial, medial, and final phoneme (speech sound) of spoken words.	Identified initial or final sounds in consonant-vowel-consonant words (excluding blends).
Kindergarten	3. Writing and Composition	1. Write opinions using labels, dictation, and drawing.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: My favorite book is...). (CCSS: W.K.1)	(EE.W.K.1) Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
Kindergarten	3. Writing and Composition	1. Write opinions using labels, dictation, and drawing.	From adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Adds a detail based on given feedback, to strengthen writing.

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Kindergarten	3. Writing and Composition	1. Write opinions using labels, dictation, and drawing.	From adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	Explore a variety of digital tools to produce and publish writing.
Kindergarten	3. Writing and Composition	2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)	(EE.W.K.2) Select a familiar topic and use drawing, dictating, or writing to share information about the topic.
Kindergarten	3. Writing and Composition	2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.	From adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Responds to questions by drawing, dictating, or writing to strengthen writing about a familiar topic.
Kindergarten	3. Writing and Composition	2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.	From adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	(EE.W.K.6) From adults, explore a variety of digital tools to produce individual or group writing.
Kindergarten	3. Writing and Composition	3. Write real or imagined narratives using labels, dictation, and drawing.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)	(EE.W.K.6) Select an event and use drawing, dictating, or writing and share information about it.
Kindergarten	3. Writing and Composition	3. Write real or imagined narratives using labels, dictation, and drawing.	From adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	From adults, responds to suggestions to add one detail to strengthen writing.
Kindergarten	3. Writing and Composition	3. Write real or imagined narratives using labels, dictation, and drawing.	From adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	(EE.W.K.6) From adults, explore a variety of digital tools to produce individual or group writing.
Kindergarten	3. Writing and Composition	4. Use appropriate mechanics and conventions when creating simple texts.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1) Print many upper- and lowercase letters. (CCSS: L.K.1a) Use frequently occurring nouns and verbs. (CCSS: L.K.1b) Form regular plural nouns orally by adding /s/ or /es/ (for example: dog, dogs; wish, wishes). (CCSS: L.K.1c) Understand and use question words (interrogatives) (for example: who, what, where, when, why, how). (CCSS: L.K.1d) Use the most frequently occurring prepositions (for example: to, from, in, out, on,	(EE.L.K.1) Demonstrate emerging understanding of letter and word use; (EE.L.K.1a) distinguish between letters and other symbols or shapes of letter and word use; (EE.L.K.1b) use frequently occurring nouns in communication; (EE.L.K.1c) use frequently occurring plural nouns; (EE.L.K.1d) identify answers to simple questions (e.g., who, what) from an array of choices; (EE.L.K.1e) demonstrate understanding of common prepositions: on, off, in, out; and (EE.L.K.f) link two or more words together in communication.

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			off, for, of, by, with). (CCSS: L.K.1e) Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)	
Kindergarten	3. Writing and Composition	4. Use appropriate mechanics and conventions when creating simple texts.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2) Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a) Recognize and name end punctuation. (CCSS: L.K.2b) Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c) Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	Demonstrate emerging understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; capitalize the pronoun "I"; recognize name, name end punctuation of a "period"; write a letter or letters for most consonant and short-vowel sounds (phonemes).
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)	(EE.W.K.7) participate in shared research and writing objects
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Identify a clear purpose for research or inquiry (for example: If the class is learning about trees, is my need to know more about pets related?).	Identify a clear purpose for research or inquiry.
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.	Ask questions to gather information on a chosen topic.
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	Ask questions to improve thinking.
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).	Answer questions of interest through shared resources.
Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).	Gather and explore relevant information (e.g., library books, internet, magazine).

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Kindergarten	4. Research Inquiry and Design	1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.	From adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)	(EE.W.K.8) From adults, identify information, objects, or events that relate to personal experiences.
First Grade	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language to express and receive information.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1) Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)	(EE.SL.1.1) Participate in conversations with adults; (EE.SL.1.1a) engage in multiple-turn exchanges with supportive adults;(EE.SL.1.1b) build on comments or topics initiated by an adult; and (EE.SL.1.1c) uses one or two words to ask questions related to personally relevant topics.
First Grade	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language to express and receive information.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)	(EE.SL.1.2) During shared reading activities, answer questions about details presented orally or through other media.
First Grade	1. Oral Expression and Listening	1. Communicate using verbal and nonverbal language to express and receive information.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)	(EE.SL.1.3) Communicate confusion or lack of understanding ("I don't know.").
First Grade	1. Oral Expression and Listening	2. Use multiple strategies to develop and expand oral communication.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	Describe familiar people, places, things, and feelings with at least one detail.
First Grade	1. Oral Expression and Listening	2. Use multiple strategies to develop and expand oral communication.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)	Add drawing, visual display, or other multisensory approaches to writing products or oral discussions.
First Grade	1. Oral Expression and Listening	2. Use multiple strategies to develop and expand oral communication.	Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) *	Produce a sentence when appropriate to a task or situation.
First Grade	1. Oral Expression and Listening	2. Use multiple strategies to develop and expand oral communication.	Give and follow simple two-step directions.	Follow simple two-step directions.

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First Grade	2. Reading for All Purposes	1. Apply foundational reading strategies to fluently read and comprehend literary texts.	Use Key Ideas and Details to: Ask and answer questions about key details in a text. (CCSS: RL.1.1) * Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2) Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) * Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. *	(EE.RL.1.1) Identify details in familiar stories; (EE.RL.1.2) recount major events in familiar stories; and (EE.RL.1.3) identify characters and settings in a familiar story.
First Grade	2. Reading for All Purposes	1. Apply foundational reading strategies to fluently read and comprehend literary texts.	Use Craft and Structure to: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4) Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) * Identify who is telling the story at various points in a text. (CCSS: RL.1.6) * Follow and replicate patterns in predictable poems.	(EE.RL.1.4) Match a picture to an activity; (EE.RL.1.5) identify a text as telling a story; and (EE.RL.1.6) identify a speaker within a familiar story.
First Grade	2. Reading for All Purposes	1. Apply foundational reading strategies to fluently read and comprehend literary texts.	Use Integration of Knowledge and Ideas to: Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7) Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) *	(EE.RL.1.7) Identify illustrations or objects/tactual information that go with a familiar story. (EE.RL.1.9) Identify illustrations or objects/tactual information that go with a familiar story.
First Grade	2. Reading for All Purposes	1. Apply foundational reading strategies to fluently read and comprehend literary texts.	Use Range of Reading and Level of Text Complexity to: With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)	(EE.RL.1.10) Actively engage in shared reading for a clearly stated purpose.
First Grade	2. Reading for All Purposes	2. Apply foundational reading strategies to fluently read and comprehend informational texts.	Use Key Ideas and Details to: Ask and answer questions about key details in a text. (CCSS: RI.1.1) * Identify the main topic and retell key details of a text. (CCSS: RI.1.2) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) * Activate schema and background knowledge to construct meaning	(EE.RI.1.1) Identify details in familiar text; (EE.RI.1.2) identify details related to the topic of a text; and (EE.RI.1.3) identify individuals, events, or details in a familiar informational text.

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First Grade	2. Reading for All Purposes	2. Apply foundational reading strategies to fluently read and comprehend informational texts.	Use Craft and Structure to: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4) Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) * Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)	(EE.RI.1.4) Ask a reader to clarify the meaning of a word in a text; (EE.RI.1.5) locate the front cover, back cover, and title page of a book; and (EE.RI.1.6) distinguish between words and illustrations in a text.
First Grade	2. Reading for All Purposes	2. Apply foundational reading strategies to fluently read and comprehend informational texts.	Use Integration of Knowledge and Ideas to: Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) * Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9)	(EE.RI.1.7) Identify illustrations or objects/tactual information that go with a familiar text; (EE.RI.1.8) identify points the author makes in a familiar informational text; and (EE.RI.1.9) match similar parts of two texts on the same topic.
First Grade	2. Reading for All Purposes	2. Apply foundational reading strategies to fluently read and comprehend informational texts.	Use Range of Reading and Level of Text Complexity to: With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)	(EE.RI.1.10) Actively engage in shared reading of informational text.
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a) *	(EE.RF.1.1) Demonstrate emerging understanding of the organization of print; and (EE.RF.1.1a) demonstrate understanding of the organization and basic features of print (e.g., left-to-right, one-to-one correspondence between written and spoken word.
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2) Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) * Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) * Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c) Segment spoken single-syllable words into their	(EE.RF.1.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes); (EE.RF.1.2arecognize rhyming words (EE.RF.1.2b) match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word; (EE.RF.1.2c) identify a single syllable spoken word with the same onset (beginning sound) as a familiar word; and (EE.RF.1.2d) substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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			complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) *	
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) * Decode regularly spelled one-syllable words. (CCSS: RF.1.3b) Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) * Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) * Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) * Read words with inflectional endings. (CCSS: RF.1.3f) * Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) * Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship) Accurately decode unknown words that follow a predictable letter/sound relationship *	(EE.RF.1.3) Demonstrate emerging letter and word identification skills; (EE.RF.1.3a) identify upper case letters of the alphabet; and (EE.RF.1.3b) recognize familiar words that are used in everyday routines. d
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4) Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)	(EE.RF.1.4) Begin to attend to words in print; (EE.RF.1.4a) engage in sustained, independent study of books; (EE.RF.1.4b) and participate in shared reading of a variety of reading materials reflecting a variety of text genre.
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) * Use frequently occurring affixes as a clue to the meaning	(EE.L.1.4) Demonstrate emerging knowledge of word meanings; and (EE.L.1.4a) demonstrate understanding of words used in every day routines.

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			of a word. (CCSS: L.1.4b) Identify frequently occurring root words (for example: look) and their inflectional forms (for example: looks, looked, looking). (CCSS: L.1.4c) Identify and understand compound words. *	
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	From adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5) Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a) Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b) Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c) Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)	(EE.L.1.5) Demonstrate understanding of words used in every day routines; (EE.L.1.5a) sort common objects into familiar categories; (EE.L.1.5b) identify attributes of familiar words; and (EE.L.1.5c) demonstrate understanding of words by identifying real-life connections between words and their use.
First Grade	2. Reading for All Purposes	3. Refine foundational reading skills through understanding word structure, word relationships, and word families.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: because). (CCSS: L.1.6)	(EE.L.1.6) Use words acquired through conversations, being read to, and during shared reading activities.
First Grade	3. Writing and Composition	1. Write an opinion supported by reasons.	Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)	Identify the topic or name of the book they are writing about.
First Grade	3. Writing and Composition	1. Write an opinion supported by reasons.	State an opinion. (adapted from CCSS: W.1.1)	(EE.W.1.1) Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
First Grade	3. Writing and Composition	1. Write an opinion supported by reasons.	Supply a reason for the opinion. (adapted from CCSS: W.1.1)	Identify a reason for an opinion about a book or topic.
First Grade	3. Writing and Composition	1. Write an opinion supported by reasons.	Provide some sense of closure. (adapted from CCSS: W.1.1)	Identify a closure statement.

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First Grade	3. Writing and Composition	2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.	Name a topic. (CCSS: W.1.2)	Select a topic when given choices.
First Grade	3. Writing and Composition	2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.	Supply some facts about the topic. (CCSS: W.1.2)	(EE.W.1.2) Select a familiar topic and use drawing, dictating, or writing to share information about it.
First Grade	3. Writing and Composition	2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.	Provide some sense of closure. (CCSS: W.1.2)	Select a closure statement from a list.
First Grade	3. Writing and Composition	3. Recount real or imagined, sequenced events that include details and a sense of closure.	Recount two or more appropriately sequenced events. (CCSS: W.1.3)	(EE.W.1.3) Select an event and use drawing, dictating, or writing to share information about it.
First Grade	3. Writing and Composition	3. Recount real or imagined, sequenced events that include details and a sense of closure.	Include some details regarding what happened. (CCSS: W.1.3)	Select at least two details about an event
First Grade	3. Writing and Composition	3. Recount real or imagined, sequenced events that include details and a sense of closure.	Provide some sense of closure. (CCSS: W.1.3)	Select a closure statement about an event
First Grade	3. Writing and Composition	4. Use appropriate grammar, spelling, capitalization, and punctuation.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1) Print all upper- and lowercase letters. (CCSS: L.1.1a) Use common, proper, and possessive nouns. (CCSS: L.1.1b) Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop). (CCSS: L.1.1c) Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d) Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e) Use frequently occurring	(EE.L.1.1) Demonstrate emerging understanding of letter and word use; (EE.L.1.1a) write letters from own name; (EE.L.1.1b) use frequently occurring nouns in communication; (EE.L.1.1c) use frequently occurring plural nouns in communication; (EE.L.1.1d) use familiar personal pronouns (e.g., I, me, and you); (EE.L.1.1e) use familiar present tense verbs; (EE.L.1.1f) use familiar frequently occurring adjectives (e.g., big, hot); (EE.L.1.1i) use common prepositions (e.g., on, off, in, out); and (EE.L.1.1j) use simple question words (interrogatives) (e.g., who, what).

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			adjectives. (CCSS: L.1.1f) Use frequently occurring conjunctions (for example: and, but, or, so, because). (CCSS: L.1.1g) Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h) Use frequently occurring prepositions (for example: during, beyond, toward). (CCSS: L.1.1i) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)	
First Grade	3. Writing and Composition	4. Use appropriate grammar, spelling, capitalization, and punctuation.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2) Write complete simple sentences. Capitalize dates and names of people. (CCSS: L.1.2a) Use end punctuation for sentences. (CCSS: L.1.2b) Use commas in dates and to separate single words in a series. (CCSS: L.1.2c) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)	(EE.L.1.2b) During shared writing, put a period at the end of a sentence; (EE.L.1.2d) use letters to create words; and (EE.L.1.2e) during shared writing, identify the letters that represent sounds needed to spell words.
First Grade	3. Writing and Composition	4. Use appropriate grammar, spelling, capitalization, and punctuation.	from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (CCSS: W.1.5)	Adds a detail, to strengthen writing based on guided peer feedback.
First Grade	3. Writing and Composition	4. Use appropriate grammar, spelling, capitalization, and punctuation.	From adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)	From adults, use a variety of digital tools to produces and publish writing, including guided collaboration with peers.
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	Participate in shared research and writing projects. For example: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions (CCSS: W.1.7)	Participate in shared writing projects.
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing,	Write or dictate questions for inquiry that arise during instruction.	Using chosen modality of writing, creates questions about a topic that was discussed in class.

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		recalling, or gathering information to answer questions.		
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.	Use a variety of provided resources to answer questions of interest throughout guided inquiry with peers.
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.	Locate text features.
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	Identify a clear and significant purpose for research. (For example: Is my purpose for researching frogs clear and is it important to understanding more about mammals?)	(EE.W.1.7) Participate in shared research and writing projects.
First Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.	From adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)	(EE.W.1.8) From adults, identify information related to personal experiences and answer simple questions about those experiences.
Second Grade	1. Oral Expression and Listening	1. Engage in dialogue and learn new information through active listening.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1) Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a) Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b) Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)	(EE.SL.2.1) Participate in conversations with adults and peers; (EE.SL.2.1a) engage in multiple-turn exchanges with peers with support from an adult; (EE.SL.2.1b) build on others' talk in conversations by linking their comments to the remarks of others; and (EE.SL.2.1c) ask for clarification and further explanation as needed about the topics and texts under discussion.
Second Grade	1. Oral Expression and Listening	1. Engage in dialogue and learn new information through active listening.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) *	(EE.SL.2.2) During shared reading activities, ask and answer questions about details presented orally or through other media.

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Second Grade	1. Oral Expression and Listening	1. Engage in dialogue and learn new information through active listening.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)	(EE.SL.2.3) Answer questions about the details provided by the speaker.
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)	(EE.SL.2.4) Identify a photograph or object that reflects a personal experience and tell one detail about it.
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Contribute knowledge to a small group or class discussion to develop a topic.	Express an idea, feeling, or thought about a provided topic within a discussion, using their chosen form of communication modalities.
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Maintain focus on the topic.	With support, express ideas, thoughts, experiences or facts about familiar people, places, things, or event within a discussion, using their chosen form of communication modalities.
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)	(EE.SL.2.5) Select visual, audio, or tactual representations to depict a personal experience.
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)	(EE.SL.2.6) Combine words when communicating to provide clarification
Second Grade	1. Oral Expression and Listening	2. Deliver presentations while maintaining focus on topic and be prepared to discuss.	Use content-specific vocabulary to ask questions and provide information. *	Apply the use of a focused vocabulary (e.g., core vocabulary, fringe vocabulary) within a discussion, using their chosen form of communication modalities.
Second Grade	2. Reading for All Purposes	1. Apply specific skills to comprehend and fluently read literary texts.	Use Key Ideas and Details to: Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1) * Recount stories, including fables and folktales from diverse cultures, and determine their central	(EE.RL.2.1) Answer who and where questions to demonstrate understanding of details in a familiar text; (EE.RL.2.2) using details from the text, recount events from familiar stories from diverse cultures; and (EE.RL.2.3) identify the actions of the characters in a story.

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			message, lesson, or moral. (CCSS: RL.2.2)Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)*	
Second Grade	2. Reading for All Purposes	1. Apply specific skills to comprehend and fluently read literary texts.	Use Craft and Structure to: Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) * Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6) Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry	(EE.RL.2.4) Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song; (EE.RL.2.5) determine the beginning and ending of a familiar story with a logical order; and (EE.RL.2.6) identify the speakers in a dialogue.
Second Grade	2. Reading for All Purposes	1. Apply specific skills to comprehend and fluently read literary texts.	Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7) Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) *	(EE.RL.2.7) Identify illustrations or objects/tactual information in print or digital text that depict characters; (EE.RL.2.9) and identify similarities between two episodes in a story.
Second Grade	2. Reading for All Purposes	1. Apply specific skills to comprehend and fluently read literary texts.	Use Range of Reading and Level of Text Complexity to: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)	(EE.RL.2.10) Actively engage in shared reading of stories and poetry for clearly stated purposes.
Second Grade	2. Reading for All Purposes	2. Apply specific skills to comprehend and fluently read informational texts.	Use Key Ideas and Details to: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)* Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2) Summarize the main idea using relevant	(EE.RI.2.1) Answer who and what questions to demonstrate understanding of details in a familiar text; (EE.RI.2.2) identify the topic of the text; and (EE.RI.2.3) identify individuals, events, or details in an informational text.

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			and significant details in a variety of texts. *Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)	
Second Grade	2. Reading for All Purposes	2. Apply specific skills to comprehend and fluently read informational texts.	Use Craft and Structure to: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.4)Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) * Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) * Read text to perform a specific task such as follow a recipe or play a game. *	(EE.RI.2.4) Identify words related to a topic of a text. (EE.RI.2.5) Identify details in informational text or its graphic representations. (EE.RI.2.6) Identify the role of the author and the illustrator.
Second Grade	2. Reading for All Purposes	2. Apply specific skills to comprehend and fluently read informational texts.	Use Integration of Knowledge and Ideas to: Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) *Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8) Compare and contrast the most important points presented by two texts on the same topic.(CCSS: RI.2.9) *	(EE.RI.2.7) Identify illustrations or objects/tactual information that go with a text; (EE.RI.2.8) identify points the author makes in an informational text; and (EE.RI.2.9) Identify a common element between the two texts on the same topic.
Second Grade	2. Reading for All Purposes	2. Apply specific skills to comprehend and fluently read informational texts.	Use Range of Reading and Level of Text Complexity to: Adjust reading rate according to type of text and purpose for reading. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10) *	(EE.RI.2.10) Actively engage in shared reading of informational text including history/SS, science, and technical texts.
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3) Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) * Know spelling-sound correspondences for additional common vowel teams.	(EE.RF.2.3) Demonstrate emerging use of letter-sound knowledge to read words;(EE.RF.2.3a) identify the lower case letters of the alphabet; (EE.RF.2.3b) identify the letter sound correspondence for single consonants; and (EE.RF.2.3f) recognize 10 or more written words.

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			(CCSS: RF.2.3b) Read multisyllabic words accurately and fluently. * Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) * Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) * Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) * Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) *	
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4) Read grade-level text with purpose and understanding. (CCSS: RF.2.4a) Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) * Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. *	(EE.RF.2.4) Attend to words in print; and (EE.RF.2.4a) read familiar text comprised of known words.
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Compare formal and informal uses of English. (CCSS: L.2.3a)	(EE.L.2.3) Use language to achieve desired outcomes when communicating; and (EE.L.2.3a) use symbolic language when communicating.
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a) Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell). (CCSS: L.2.4b) * Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional). (CCSS: L.2.4c) * Use knowledge of the meaning of individual words to predict the meaning of compound	(EE.L.2.4) Demonstrate knowledge of word meanings; (EE.L.2.4a) demonstrate knowledge of new vocabulary drawn from reading and content areas; and (EE.L.2.4d) identify the words comprising compound words.

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			words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d) * Create new words by combining base words with affixes to connect known words to new words. * Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)	
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). (CCSS: L.2.5a)Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). (CCSS: L.2.5b)	(EE.L.2.5) Demonstrate understanding of word relationships and use; (EE.L.2.5a) identify real-life connections between words and their use (e.g., happy: "I am happy."); and (EE.L.2.5b) demonstrate understanding of the meaning of common verbs.
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). (CCSS: L.2.6)	(EE.L.2.6) Use words acquired through conversations, being read to, and during shared reading activities.
Second Grade	2. Reading for All Purposes	3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.	Determine which strategies should be used to decode multisyllabic words.	Apply a familiar strategy to decode multisyllabic words.
Second Grade	3. Writing and Composition	1. Write pieces on a topic or book that state opinions and give supporting reasons.	Introduce the topic or book they are writing about. (CCSS: W.2.1)	With support, communicate an introductory opinion statement about a book using expressive communication modalities.
Second Grade	3. Writing and Composition	1. Write pieces on a topic or book that state opinions and give supporting reasons.	State an opinion. (CCSS: W.2.1)	(EE.W.2.1) Select a book and write, draw, or dictate to state an opinion about it.
Second Grade	3. Writing and Composition	1. Write pieces on a topic or book that state opinions and give supporting reasons.	Supply reasons that support the opinion. (CCSS: W.2.1)	Communicate an opinion about a book using expressive communication modalities.

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Second Grade	3. Writing and Composition	1. Write pieces on a topic or book that state opinions and give supporting reasons.	Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)	Communicates the use of linking words (because, and, also) to connect opinion and reason.
Second Grade	3. Writing and Composition	1. Write pieces on a topic or book that state opinions and give supporting reasons.	Provide a concluding statement or section. (CCSS: W.2.1)	Communicates a conclusionary opinion statement about a book using an expressive communication modality.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Introduce a topic. (CCSS: W.2.2)	(EE.W.2.2) Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)	Communicate an information/explanatory statement about a book using expressive communication modalities
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Provide a concluding statement or section. (CCSS: W.2.2)	Identifies a concluding statement using expressive communication modalities.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format.	Sequence a familiar "how-to" (for example: procedures, directions, recipes) that follow a logical order and appropriate format.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Organize informational texts using main ideas and specific supporting details.	Use supports (e.g., graphic organizer) to answer WH-questions for an informative/explanatory writing piece.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.	Apply appropriate transition words to writing.	Use transitional words (e.g., first, then) when writing about a series of events.
Second Grade	3. Writing and Composition	2. Write informative/explanatory texts organized around main ideas	Writers use technology to support the writing process.	Use technology to create a written statement (i.e., typing, AAC device).

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		which are supported by relevant details, facts, and definitions.		
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)	(EE.W.2.3) Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Use temporal words to signal event order. (CCSS: W.2.3)	When creating a narrative use temporal words to signal event order (e.g., after, next, then) to signal sequence of events
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Provide a sense of closure. (CCSS: W.2.3)	Communicate a conclusionary statement for a narrative story using expressive communication modalities.
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Write simple, descriptive poems.	Create a simple descriptive poem using an expressive communication modality.
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Write with precise nouns, active verbs, and descriptive adjectives.	Using an expressive communication modality, create a phrase or sentence that includes a descriptive adjective or verb.
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Apply knowledge about structure and craft gained from mentor text to narrative writing.	Use teacher or peer feedback to improve narrative writing using an expressive communication modality.
Second Grade	3. Writing and Composition	3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).	Describe actions, thoughts, or feelings of a character or event using an expressive communication modality.
Second Grade	3. Writing and Composition	4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1) Use collective nouns (for example: group).	(EE.L.2.1) Demonstrate understanding of letter and word use; (EE.L.2.1a) produce all upper case letters; (EE.L.2.1b) use common nouns (e.g., mom, dad, boy, girl) in

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		appropriate spelling, capitalization, grammar, and punctuation.	(CCSS: L.2.1a) Use reflexive pronouns (for example: myself, ourselves). (CCSS: L.2.1c) Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). (CCSS: L.2.1d) Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e) Apply accurate subject-verb agreement while writing. Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f) Vary sentence beginnings. Spell high-frequency words correctly.	communication; (EE.L.2.1c) use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them); (EE.L.2.1d) use frequently occurring verbs; (EE.L.2.1e) use frequently occurring adjectives; and (EE.L.2.1f) combine two or more words together in communication.
Second Grade	3. Writing and Composition	4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2) Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a) Use commas in greetings and closings of letters. (CCSS: L.2.2b) Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c) Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)	(EE.L.2.2) Demonstrate emerging understanding of conventions of standard English; (EE.L.2.2a) capitalize the first letter of familiar names; (EE.L.2.2d) identify printed rhyming words with the same spelling pattern; and (EE.L.2.2e) consult print in the environment to support reading and spelling.
Second Grade	3. Writing and Composition	4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.	From adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)	(EE.L.2.5) From adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
Second Grade	3. Writing and Composition	4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling,	From adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)	(EE.L.2.6) From adults and peers, use technology (including assistive technologies) to produce and publish writing.

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		capitalization, grammar, and punctuation.		
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)	(EE.L.2.7) Participate in shared research and writing projects.
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).	When seeking information, identify a variety of familiar resources (e.g., dictionary, internet, library database) that may contain the needed information.
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Identify a specific question and gather information for purposeful investigation and inquiry.	Use a familiar, simple graphic organizer or familiar note taking strategy to gather information from a provided source.
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.	Locate text features (e.g., heading, bold type, illustrations) on a provided resource
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Use a variety of multimedia sources to answer questions of interest.	Use a variety of provided resources to answer question of interest using an expressive communication modality.
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Ask primary questions of depth and breadth.	Form WH-questions on a provided research topic using an expressive communication modality.
Second Grade	4. Research Inquiry and Design	1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)	Recall information from experiences or gathered information to answer questions.
Third Grade	1. Oral Expression and Listening	1. Participate cooperatively in group activities.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others'	(EE.SL.3.1) Engage in collaborative discussions; (EE.SL.3.1a) engage in collaborative interactions about texts; (EE.SL.3.1b) listen to others' ideas before

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			ideas and expressing their own clearly. (CCSS: SL 3.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a) Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c) Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)	responding; (EE.SL.3.1c) Indicate confusion or lack of understanding about information presented; and (EE.SL.3.1d) express ideas clearly.
Third Grade	1. Oral Expression and Listening	1. Participate cooperatively in group activities.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)	(EE.SL.3.2) Identify details in a text read aloud or information presented orally or through other media.
Third Grade	1. Oral Expression and Listening	1. Participate cooperatively in group activities.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)	(EE.SL.3.3) Ask or answer questions about the details provided by the speaker.
Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	(EE.SL.3.4) Recount a personal experience, story, or topic including details.
Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Distinguish different levels of formality.	Communicate a message using contextual language in informal and formal situations.
Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Speak clearly, using appropriate volume and pitch for the purpose and audience.	Express ideas clearly using appropriate volume, pitch, frequency (repetition) symbols, pictures, or other communication modalities for purpose and audience.
Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.	Organize information about a personal experience or specific event in sequential order.

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Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)	Create presentations of stories or poems using a variety of communication modalities.
Third Grade	1. Oral Expression and Listening	2. Communicate using appropriate language in informal and formal situations.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)	Communicate complete sentences when appropriate to task and situation using a variety of communication modalities
Third Grade	2. Reading for All Purposes	1. Apply strategies to fluently read and comprehend various literary texts.	Use Key Ideas and Details to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2) Summarize central ideas and important details from a text. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)	(EE.RL.3.1) Answer who and what questions to demonstrate understanding of details in a text; (EE.RL.3.2) associate details with events in stories from diverse cultures; and (EE.RL.3.3) identify the feelings of characters in a story.
Third Grade	2. Reading for All Purposes	1. Apply strategies to fluently read and comprehend various literary texts.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5) Distinguish their own point of	(EE.RL.3.4) Determine words and phrases that complete literal sentences in a text; (EE.RL.3.5) determine the beginning, middle, and end of a familiar story with a logical order; and (EE.RL.3.6) identify personal point of view about a text.

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			view from that of the narrator or those of the characters. (CCSS: RL.3.6)	
Third Grade	2. Reading for All Purposes	1. Apply strategies to fluently read and comprehend various literary texts.	Use Integration of Knowledge and Ideas to: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). (CCSS: RL.3.9)	(EE.RL.3.7) Identify parts of illustrations or tactual information that depict a particular setting, or event; and (EE.RL.3.9) identify common elements in two stories in a series.
Third Grade	2. Reading for All Purposes	1. Apply strategies to fluently read and comprehend various literary texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)	(EE.RL.3.10) Demonstrate understanding with actively engaged in shared reading of stories, dramas, and poetry.
Third Grade	2. Reading for All Purposes	1. Apply strategies to fluently read and comprehend various literary texts.	Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.	Read targeted words with accuracy; and read grade level or adapted text with accuracy, fluency, and expression.
Third Grade	2. Reading for All Purposes	2. Apply strategies to fluently read and comprehend various informational texts.	Use Key Ideas and Details to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)	(EE.RI.3.1) Answer who and what questions to demonstrate understanding of details in a text; and (EE.RI.3.2) identify details in a text; and (EE.RI.3.3) order two events from a text as "first" and "next."
Third Grade	2. Reading for All Purposes	2. Apply strategies to fluently read and comprehend various informational texts.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (CCSS: RI.3.4) Use text features and search tools (for example:	(EE.RI.3.4) Determine words and phrases that complete literal sentences in a text; (EE.RI.3.5) use text features including headings and key words to locate information in

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			key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships.	a text; and (EE.RI.3.6) identify personal point of view about a text.
Third Grade	2. Reading for All Purposes	2. Apply strategies to fluently read and comprehend various informational texts.	Use Integration of Knowledge and Ideas to: Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7) Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)	(EE.RI.3.7) Use information gained from visual elements and words in the text to answer explicit who and what questions; (EE.RI.3.8) identify two related points the author makes in an informational text; and (EE.RI.3.9) identify similarities between two texts on the same topic.
Third Grade	2. Reading for All Purposes	2. Apply strategies to fluently read and comprehend various informational texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)	(EE.RI.3.10) Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
Third Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) Decode words with common Latin suffixes. (CCSS: RF.3.3b) Decode multisyllable words. (CCSS: RF.3.3c) Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)	(EE.RF.3.3) Use letter-sound knowledge to read words; (EE.RF.3.3a) in context, demonstrate basic knowledge of letter-sound correspondences; (EE.RF.3.3b) with models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes); and (EE.RF.3.3d) recognize 40 or more written words.
Third Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) Read grade-level text with purpose and understanding. (CCSS.3.4a)Read grade-level	(EE.RF.3.4) Read words in text; (EE.RF.3.4a) read familiar text comprised of known words; and (EE.RF.3.4c) use context to determine missing words in familiar texts.

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		relationships to decode words and increase vocabulary.	prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)	
Third Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b) Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). (CCSS: L.3.4c) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	(EE.L.3.4) Demonstrate knowledge of word meanings; (EE.L.3.4a) use sentence level context to determine what word is missing from a sentence read aloud; and (EE.L.3.4b) identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
Third Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5) Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). (CCSS: L.3.5b)Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)	(EE.L.3.5) Demonstrate understanding of word relationships and use; (EE.L.3.5a) determine the literal meaning of words and phrases in context; (EE.L.3.b5) identify real-life connections between words and their use (e.g., happy: "I am happy."); and (EE.L.3.5c) identify words that describe personal emotional states.

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Third Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)	(EE.L.3.6) Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
Third Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)	(EE.W.3.1) Write opinions about topics or text; and (EE.W.3.1a) select a text and write an opinion about it.
Third Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	Provide reasons that support the opinion. (CCSS: W.3.1b)	(EE.W.3.1b) Write one reason to support an opinion about a text.
Third Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)	Using a variety of communication modalities, the student will use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Third Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	Provide a concluding statement or section. (CCSS: W.3.1d)	Using a variety of expressive communication modalities, provide a concluding statement to summarize the information presented.
Third Grade	3. Writing and Composition	2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)	(EE.W.3.2) Write to share information supported by details; and (EE.W.3.2a) select a topic and write about it including one fact or detail.
Third Grade	3. Writing and Composition	2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)	Compose a topic sentence and generate one factual sentence about the topic.
Third Grade	3. Writing and Composition	2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.	Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)	Use a linking word or phrase (e.g., also, another, and, more, but) to connect ideas.

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Third Grade	3. Writing and Composition	2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.	Provide a concluding statement or section. (CCSS: W.3.2d)	Provide a concluding statement or sentence for an informational/explanatory text.
Third Grade	3. Writing and Composition	3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)	(EE.W.3.3a) Use language to achieve desired outcomes when communicating; and (EE.W.3.3a) use language to make simple requests, comment, or share information.
Third Grade	3. Writing and Composition	3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)	Use dialogue and descriptions of actions, thoughts and feelings to develop a story.
Third Grade	3. Writing and Composition	3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.	Use temporal words and phrases to signal event order. (CCSS: W.3c)	Use transitional words (e.g., first, next, then) when writing about a series of events.
Third Grade	3. Writing and Composition	3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.	Provide a sense of closure. (CCSS: W.3.3d)	Provide a concluding statement or sentence in a narrative.
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Use abstract nouns (for example: childhood). (CCSS: L.3.1c) Form and use regular and irregular verbs. (CCSS: L.3.1d) Form and use the simple (for example: I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e) Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is	(EE.L.3.1) Demonstrate standard English grammar and usage when communicating; (EE.L.3.1a) uses noun + verb, noun + adjective, and subject + verb + object combinations in communication; (EE.L.3.1b) use regular plural nouns in communication; (EE.L.3.1d) use present and past tense verbs; (EE.L.3.1g) use common adjectives; and (EE.L.3.11) ask simple questions.

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			to be modified. (CCSS: L.3.1g) Use coordinating and subordinating conjunctions. (CCSS: L.3.1h) Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i) Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts	
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use commas in addresses. (CCSS: L.3.2b) Use commas and quotation marks in dialogue. (CCSS: L.3.2c) Form and use possessives. (CCSS: L.3.2d) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)	(EE.L.3.2 Demonstrate understanding of conventions of standard English; (EE.L.3.2a) capitalize the first letter of familiar names; (EE.L.3.2b) during shared writing, indicate the need to add a period at the end of a sentence; (EE.L.3.2e) use resources as needed to spell common high-frequency words accurately; (EE.L.3.2f) use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling patterns; and (EE.L.3.2g) consult print in the environment to support reading and spelling.
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3) Choose words and phrases for effect. (CCSS: L.3.3a) Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)	(EE.L.3.3) Use language to achieve desired outcomes when communicating; and (EE.L.3.3a) use language to make simple requests, comment, or share information.
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar,	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	(EE.W.4) Produce writing that expresses more than one idea.

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		capitalization, punctuation, and spelling.		
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)	(EE.W.5) With guidance and support from adults and peers, revise own writing.
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)	(EE.W.6) With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
Third Grade	3. Writing and Composition	4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.3.10)	(EE.W.10) Write routinely for a variety of tasks, purposes, and audiences.
Third Grade	4. Research Inquiry and Design	1. Gather, interpret, and communicate information discovered during short research projects.	Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)	(EE.W.3.7) Identify information about a topic for a research project.
Third Grade	4. Research Inquiry and Design	1. Gather, interpret, and communicate information discovered during short research projects.	Interpret and communicate the information learned by developing a brief summary with supporting details.	Interpret and communicate the information learned by developing a summary statement and at least one detail.
Third Grade	4. Research Inquiry and Design	1. Gather, interpret, and communicate information discovered during short research projects.	Develop supporting visual information (for example: charts, maps, illustrations, models).	Develop supporting visual information (e.g., charts, maps, illustrations, models).

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Third Grade	4. Research Inquiry and Design	1. Gather, interpret, and communicate information discovered during short research projects.	Present a brief report of the research findings to an audience.	Using a preferred modality, present a brief report of research findings to an audience.
Third Grade	4. Research Inquiry and Design	1. Gather, interpret, and communicate information discovered during short research projects.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)	(EE.W.3.8) Sort information on a topic or personal experience into two provided categories and write about each one.
Fourth Grade	1. Oral Expression and Listening	1. Pose thoughtful questions after actively listening to others.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a) Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)	(EE.SL.4.1) Engage in collaborative discussions; (EE.SL.4.1a) contribute ideas from prior knowledge of a text during discussions about the same text; (EE.SL.4.1b) carry out assigned role in a discussion; (EE.SL.4.1c) answer specific questions related to information in a discussion; and (EE.SL.4.1d) identify the key ideas in a discussion.
Fourth Grade	1. Oral Expression and Listening	1. Pose thoughtful questions after actively listening to others.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)	(EE.SL.4.2) Ask and answer questions about details from a text read aloud or information presented orally or through other media
Fourth Grade	1. Oral Expression and Listening	1. Pose thoughtful questions after actively listening to others.	Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)	(EE.SL.4.3) Identify a point that the speaker makes.
Fourth Grade	1. Oral Expression and Listening	2. Create a plan to effectively present information both informally and formally.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main	(EE.SL.4.4) Retell a story or personal experience or recount a topic with supporting details.

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			ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4)	
Fourth Grade	1. Oral Expression and Listening	2. Create a plan to effectively present information both informally and formally.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)	(EE.SL.4.5) Add audio recordings or visuals to a presentation about a personally relevant topic.
Fourth Grade	1. Oral Expression and Listening	2. Create a plan to effectively present information both informally and formally.	Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)	(EE.SL.4.5) Differentiate between communication partners and contexts that call for formal and informal communication.
Fourth Grade	2. Reading for All Purposes	1. Apply strategies to comprehend and interpret literary texts.	Use Key Ideas and Details to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1) Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). (CCSS: RL.4.3) Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).	(EE.RL.4.1) Use details from the text to recount what the text says; (EE.RL.4.2) identify the theme or central idea of a familiar story, drama or poem; and (EE.RL.4.3) use details from the text to describe characters in the story.
Fourth Grade	2. Reading for All Purposes	1. Apply strategies to comprehend and interpret literary texts.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). (CCSS: RL.4.4) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5) Compare and contrast the point of view from which different stories are narrated, including the	(EE.RL.4.4) Determine the meaning of words in a text; (EE.RL.4.5) identify elements that are characteristic of stories; and (EE.RL.4.6) identify the narrator of a story.

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			difference between first- and third-person narrations. (CCSS: RL.4.6)	
Fourth Grade	2. Reading for All Purposes	1. Apply strategies to comprehend and interpret literary texts.	Use Integration of Knowledge and Ideas to: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)	(EE.RL.4.7) Make connections between the text representation of a story and a visual, tactual, or oral version of a story; and (EE.RL.4.9) compare characters, settings or events in stories, myths or texts from different cultures.
Fourth Grade	2. Reading for All Purposes	1. Apply strategies to comprehend and interpret literary texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10) Read familiar texts orally with fluency, accuracy, and prosody (expression)	(EE.RL.4.10) Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.
Fourth Grade	2. Reading for All Purposes	2. Apply strategies to comprehend and interpret informational texts.	Use Key Ideas and Details to: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)	(EE.RI.4.1) Identify explicit details in an informational text; (EE.RI.4.2) identify the main idea of a text when it is explicitly stated; and (EE.RI.4.3) identify the main idea of a text when it is explicitly stated.
Fourth Grade	2. Reading for All Purposes	2. Apply strategies to comprehend and interpret informational texts.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4) Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part	(EE.RI.4.4) Determine meaning of words in text; (EE.RI.4.5) identify elements that are characteristic of informational texts; and (EE.RI.4.6) compare own experience with a written account of the experience.

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			of a text. (CCSS: RI.4.5) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)	
Fourth Grade	2. Reading for All Purposes	2. Apply strategies to comprehend and interpret informational texts.	Use Integration of Knowledge and Ideas to: Interpret information presented visually, orally, or quantitatively (for example: in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)	(EE.RI.4.7) Answer questions about information presented visually, orally, or quantitatively; (EE.RI.4.8) identify one or more reasons supporting a specific point in an informational text; and (EE.RI.4.9) compare details presented in two texts on the same topic.
Fourth Grade	2. Reading for All Purposes	2. Apply strategies to comprehend and interpret informational texts.	Use Range of Reading and Complexity of Text to: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)	(EE.RI.4.10) Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
Fourth Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.4.3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.4.3a)	(EE.RF.4.3) Use letter-sound knowledge to read words; (EE.RF.4.3a) apply letter-sound knowledge to use first letter plus context to identify unfamiliar word; and (EE.RF.4.3b) decode single-syllable words with common spelling patterns (consonant-vowel-consonant[CVC] or high frequency rimes).
Fourth Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4) Read grade-level text with purpose and understanding. (CCSS: RF.4.4a) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.4.4b) Use context to	(EE.RF.4.4) Read words in text; (EE.RF.4.4a) read text comprised of familiar words with accuracy and understanding; and (EE.RF.4.4c) use letter knowledge and context to support word recognition when reading.

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			confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.4.4c)	
Fourth Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS: L.4.4) Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: telegraph, photograph, autograph). (CCSS: L.4.4b)Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness) Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught) Read multisyllabic words with and without inflectional and derivational suffixes Infer meaning of words using explanations offered within a text Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.4.4c)	(EE.L.4.4) Demonstrate knowledge of word meanings; (EE.L.4.4ba) use context as a clue to guide selection of a word that completes a sentence read aloud by an adult; and (EE.L.4.4b) use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
Fourth Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5) Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. (CCSS: L.4.5a)Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)	(EE.L.4.5) Demonstrate understanding of word relationships and use; (EE.L.4.5b) use common idioms (e.g., no way, not a chance, you bet); and (EE.L.4.5c) demonstrate understanding of opposites.

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Fourth Grade	2. Reading for All Purposes	3. Apply knowledge of spelling patterns (orthography) and word meanings (morphology) to decode multisyllable words and determine the meaning of unknown words.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)	(EE.L.4.6) Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
Fourth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (CCSS: W.4.1a)	(EE.W.4.1) Write opinions about topics or text; and (EE.W.4.1a) select a topic or text and write an opinion about it.
Fourth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)	Provide reasons that are supported by facts and details. (CCSS: W.4.1b)	(EE.W.4.1b) List reasons to support the opinion.
Fourth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)	Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). (CCSS: W.4.1c)	Create an organizational structure that lists opinion and reasons in a logical order.
Fourth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts supporting a point of view with reasons and information. (CCSS: W.4.1)	Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)	Provide a concluding statement or sentence related to the opinion presented.
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)	(EE.W.4.2a) Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast).	Identify a text structure appropriate to purpose (e.g., sequence, chronology, description, explanation, comparison and contrast).

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		developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.		
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Organize relevant ideas and details to convey a central idea or prove a point.	Organize relevant ideas and details to convey a central idea or prove a point.
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)	(EE.W.4.2b) List words, facts, or details related to the topic.
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Link ideas within categories of information using words and phrases (for example: another, for example, also, because). (CCSS: W.4.2c)	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.

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Fourth Grade	3. Writing and Composition	2. Write informative/explanatory texts using text structures appropriate for the purpose and developed through facts, definitions, concrete details, precise language, and domain-specific vocabulary.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	Provide a concluding statement or sentence related to the information or explanation presented.
Fourth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)	(EE.W.4.3) Write about events or personal experiences; and (EE.W.4.3a) write about a personal experience including two events in sequence.
Fourth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)	(EE.W.4.3b) List reasons to support the opinion.
Fourth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	Use transitional words first, next, last to order a sequence of events.
Fourth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)	Use words and phrases and sensory details to convey experiences and events.
Fourth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using descriptive details and dialogue to convey a sequence of related events.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	Provide a conclusion that follows from a narrated experience or event.

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Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1) Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a) Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b) Use modal auxiliaries (for example: can, may, must) to convey various conditions. (CCSS: L.4.1c) Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). (CCSS: L.4.1d) Form and use prepositional phrases. (CCSS: L.4.1e) Use compound subjects (for example: Tom and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing. Produce complete simple, compound, and complex sentences. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f) Correctly use frequently confused words (for example: to, too, two; there, their). (CCSS: L.4.1g)	(EE.L.4.1) Demonstrate standard English grammar and usage when communicating; (EE.L.4.1a) use possessive pronouns; (EE.L.4.1b) combine common nouns with verbs, nouns, or pronouns in communication; (EE.L.4.1d) use comparative and superlative adjectives to describe people or objects; (EE.L.4.1e) use common prepositions (e.g., to, from, in, out, on, off, by, with); and (EE.L.4.1f) combine three or more words in communication.
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2) Use correct capitalization. (CCSS: L.4.2a) Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b) Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c) Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)	(EE.L.4.2) Demonstrate understanding of conventions of standard English; (EE.L.4.2a) capitalize the first word in a sentence; and (EE.L.4.2d) spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage,	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3) Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a) Choose punctuation for effect. (CCSS:	(EE.L.4.3) Use language to achieve desired outcomes when communicating; and (EE.L.4.3a) use language to express emotion.

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		and mechanics to clarify their meaning.	L.4.3b)Differentiate between contexts that call for formal English (for example: presenting ideas) and situations where informal discourse is appropriate (for example: small-group discussion). (CCSS: L.4.3c)	
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	(EE.L.4.4) Produce writing that expresses more than one idea.
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)	(EE.L.4.5) With guidance and support from adults and peers, plan before writing and revise own writing.
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (CCSS: W.4.6)	(EE.L.4.6) With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Fourth Grade	3. Writing and Composition	4. Understand why and how writers use the conventions of standard English grammar, usage, and mechanics to clarify their meaning.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.4.10)	(EE.L.4.10) Write routinely for a variety of tasks, purposes, and audiences.
Fourth Grade	4. Research Inquiry and Design	1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7) Identify a topic and formulate open-ended research questions for further inquiry and learning. Present a brief report of the research findings to an audience.	(EE.L.4.7) Gather information about a topic from two or more sources for a research project.

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Fourth Grade	4. Research Inquiry and Design	1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)	(EE.L.4.8) Recall and sort information from personal experiences or a topic into given categories.
Fourth Grade	4. Research Inquiry and Design	1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9) Apply grade 4 Reading standards to literature (for example: "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character's thoughts, words, or actions]."). (CCSS: W.4.9.a) Apply grade 4 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text"). (CCSS: W.4.9.b)	(EE.L.4.9) Recall information from literary and informational text to support writing; (EE.L.4.9a) apply Essential Elements of Grade 4 Reading Standards to literature (e.g., Use details from text to describe a character in a story); and (EE.L.4.9b) apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., Use reasons and evidence supporting point in an informational text).
Fifth Grade	1. Oral Expression and Listening	1. Collaborate in discussions that serve various purposes and address various situations.	Listen to others' ideas and form their own opinions.	Actively engage during a discussion and express an opinion.
Fifth Grade	1. Oral Expression and Listening	1. Collaborate in discussions that serve various purposes and address various situations.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a) Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)	(EE.SL.5.1) Engage in collaborative discussions; (EE.SL.5.1a) come to discussion prepared to share information; (EE.SL.5.1b) carry out assigned role in a discussion; (EE.SL.5.1c) ask questions related to information in a discussion; and (EE.SL.5.1d) make comments that contribute to the discussion and link to the remarks of others.

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Fifth Grade	1. Oral Expression and Listening	1. Collaborate in discussions that serve various purposes and address various situations.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Recall key details from a text read aloud or information presented from diverse media and formats.
Fifth Grade	1. Oral Expression and Listening	1. Collaborate in discussions that serve various purposes and address various situations.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)	(EE.SL.5.3) Identify the reasons and evidence supporting a specific point.
Fifth Grade	1. Oral Expression and Listening	2. Present to express an opinion, persuade, or explain/provide information.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)	(EE.SL.5.4) Report on a familiar topic or text or present an opinion including related facts.
Fifth Grade	1. Oral Expression and Listening	2. Present to express an opinion, persuade, or explain/provide information.	Use appropriate eye contact and speak clearly at an understandable pace.	Express ideas clearly using appropriate communication conventions (e.g., eye contact, pitch, intonation).
Fifth Grade	1. Oral Expression and Listening	2. Present to express an opinion, persuade, or explain/provide information.	Include multimedia components (for example: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)	(EE.SL.5.5) Select or create audio recordings and visual/tactile displays to enhance a presentation.
Fifth Grade	1. Oral Expression and Listening	2. Present to express an opinion, persuade, or explain/provide information.	Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)	(EE.SL.5.6) Differentiate between contexts that require formal and informal communication.
Fifth Grade	1. Oral Expression and Listening	2. Present to express an opinion, persuade, or explain/provide information.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.	Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.
Fifth Grade	2. Reading for All Purposes	1. Apply strategies to interpret and analyze various types of literary texts.	Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.	Use a familiar pre-reading strategy, such as identifying a purpose for reading, generating questions to answer while reading, previewing sections of texts and activating prior knowledge.
Fifth Grade	2. Reading for All Purposes	1. Apply strategies to interpret and analyze various types of literary texts.	Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a	(EE.RL.5.1) Identify words in the text to answer a question about explicit information; (EE.RL.5.2) identify the central idea or theme of a story, drama or poem; and (EE.RL.5.3) compare two characters in a familiar story.

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			poem reflects upon a topic; summarize the text. (CCSS: RL.5.2) Compare and contrast two or more character points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)	
Fifth Grade	2. Reading for All Purposes	1. Apply strategies to interpret and analyze various types of literary texts.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5) Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6) Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.	(EE.RL.5.4) Determine the intended meaning of multi-meaning words in a text; (EE.L.5.45a) use simple, common idioms (e.g., You bet!, It's a deal., We're cool); (EE.RL.5.5) identify story element that undergoes change from beginning to end; and (EE.RL.5.6) determine the point of view of the narrator.
Fifth Grade	2. Reading for All Purposes	1. Apply strategies to interpret and analyze various types of literary texts.	Use Integration of Knowledge and Ideas to: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7) Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.	(EE.RL.5.7) Identify illustrations, tactual or multimedia elements that add to understanding of a text; and (EE.RL.5.9) compare stories, myths, or texts with similar topics or themes.
Fifth Grade	2. Reading for All Purposes	1. Apply strategies to interpret and analyze various types of literary texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (CCSS: RL.5.10)	(EE.RL.5.10) Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.
Fifth Grade	2. Reading for All Purposes	2. Apply strategies to interpret and analyze various types of informational texts.	Use Key Ideas and Details to: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)	(EE: RI.5.1) Identify words in the text to answer a question about explicit information; (EE: RI.5.2) identify the main idea of a text when it is not explicitly stated; and

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			Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3) Distinguish between fact and opinion, providing support for judgments made	(EE: RI.5.3) compare two individuals, events or ideas in a text.
Fifth Grade	2. Reading for All Purposes	2. Apply strategies to interpret and analyze various types of informational texts.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4) Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	(EE: RI.5.4) Determine the meanings of domain-specific words and phrases; (EE: RI.5.5) determine if a text tells about events, gives directions, or provides information on a topic; and (EE: RI.5.6) compare two books on the same topic.
Fifth Grade	2. Reading for All Purposes	2. Apply strategies to interpret and analyze various types of informational texts.	Use Integration of Knowledge and Ideas to: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)	(EE: RI.5.7) Locate information in print or digital sources; (EE: RI.5.8) identify the relationship between a specific point and supporting reasons in an informational text; and (EE: RI.5.9) compare and contrast details gained from two texts on the same topic.

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Fifth Grade	2. Reading for All Purposes	2. Apply strategies to interpret and analyze various types of informational texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)	(EE: RI.5.10) Demonstrate understanding of text while actively engaged in shared reading of history/social studies, and science, and technical texts.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.5.3) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)	(EE.RF.5.3) Use letter-sound knowledge to read words; and (EE.RF.5.3a) read common sight words and decode single syllable words.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) Read grade-level text with purpose and understanding. (CCSS: RF.5.4a) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)	(EE.RF.5.4) Read words in text; (EE.RF.5.4a) read text comprised of familiar words with accuracy and understanding; (EE.RF.5.4c) use context to confirm or self-correct word recognition when reading; and (EE.RF.5.4d) use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a) Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)	(EE.L.5.3.a) Communicate using complete sentences when asked.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4) Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)	(EE.L.5.4) Demonstrate knowledge of word meanings; (EE.L.5.4a) use sentence level context to determine which word is missing from a content area text; (EE.L.5.4b) use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked,

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			Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: photograph, photosynthesis). (CCSS: L.5.4b) Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)	talking, talks); and (EE.L.5.4d) demonstrate understanding of words that have similar meanings.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Read and identify the meaning of words with sophisticated prefixes and suffixes.	Read and identify the meaning of words and phrases based on targeted prefixes and suffixes.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Apply knowledge of derivational suffixes that change the part of speech of the base word (for example active and activity).	Apply knowledge of derivational suffixes that change the part of speech of the base word (e.g., active and activity) from a targeted list of familiar words.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.	Use common targeted roots and affixes as clues to determining the meaning of a word.
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5) Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b) Use the relationship between	(EE.L.5.5) Identify story element that undergoes change from beginning to end; (EE.L.5.5a) use simple, common idioms (e.g., You bet!, It's a deal., We're cool); and (EE.L.5.5c) Demonstrate understanding of words that have similar meanings.

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			particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)	
Fifth Grade	2. Reading for All Purposes	3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)	(EE.L.5.6) Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.
Fifth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CCSS: W.5.1a)	(EE.W.5.1) Write opinions about topics or text; (EE.W.5.1a) introduce a topic or text and state an opinion about it.
Fifth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.	Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)	(EE.W.5.1b) Provide reasons to support the opinion.
Fifth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.	Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). (CCSS: W.5.1c)	Link opinions and reasons using words, phrases and clauses using a variety of communication modalities.
Fifth Grade	3. Writing and Composition	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.	Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)	Provide a clear concluding statement or section related to the opinion stated using a variety of communication modalities.
Fifth Grade	3. Writing and Composition	2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations,	(EE.W.5.2) Write to share information supported by details; and (EE.W.5.2a) introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

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		developed topic, using precise language and domain-specific vocabulary.	and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)	
Fifth Grade	3. Writing and Composition	2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)	(EE.W.5.2b) Provide facts, details, or other information related to the topic.
Fifth Grade	3. Writing and Composition	2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast, especially). (CCSS: W.5.2c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Fifth Grade	3. Writing and Composition	2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)	Use precise language and targeted vocabulary to inform about or explain the topic using a variety of communication modalities.
Fifth Grade	3. Writing and Composition	2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)	Provide a concluding statement or section related to the information or explanation presented using a variety of communication modalities.

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Fifth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)	(EE.W.5.3) Write about events or personal experiences; and (EE.W.5.3a) write about an experience or event including three or more events in sequence.
Fifth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)	Use narrative techniques to organize ideas and events so that they unfold naturally.
Fifth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)	Use targeted transitional words and phrases to manage the sequence of events.
Fifth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.	Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)	Use concrete words and phrases and sensory details to convey experiences and events.
Fifth Grade	3. Writing and Composition	3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)	Provide a conclusion that follows experiences or events.

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		transition words to signal a clear sequence of events.		
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) Form and use the perfect (for example: I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b) Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) Use correlative conjunctions (for example: either/or, neither/nor). (CCSS: L.5.1e) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a)	(EE.L.5.1) Demonstrate standard English grammar and usage when communicating; (EE.L.5.1b) form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told); and (EE.L.5.1e) use frequently occurring conjunctions: and, but, or, for, because.
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2) Use punctuation to separate items in a series. (CCSS: L.5.2a) Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b) Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address (for example: Is that you, Steve?). (CCSS: L.5.2c) Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d) Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)	(EE.L.5.2) Demonstrate understanding of conventions of standard English; and (EE.L.5.2e) spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)	(EE.W.5.4) Produce writing that is appropriate for an explicitly stated task or purpose.

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		make meaning clear and to strengthen style.		
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)	(EE.W.5.5) With guidance and support from adults and peers, plan before writing and revise own writing.
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.(adapted from CCSS: W.5.6)	(EE.W.5.6) With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Fifth Grade	3. Writing and Composition	4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.5.10)	(EE.W.5.10) Write routinely for a variety of tasks, purposes, and audiences.
Fifth Grade	4. Research Inquiry and Design	1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)Summarize and support key ideas Demonstrate comprehension of information with supporting logical and valid inferences. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience.	(EE.W.5.7) Conduct short research projects using two or more sources.
Fifth Grade	4. Research Inquiry and Design	1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8) Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models). Provide documentation of sources used in a grade-appropriate format.	(EE.W.5.8) Gather and sort relevant information on a topic from print or digital sources into given categories.

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Fifth Grade	4. Research Inquiry and Design	1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9) Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a) Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)	(EE.W.5.9) Use information from literary and informational text to support writing; (EE.W.5.9a) Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., "Compare and contrast two characters in the story."); and (EE.W.5.9b) apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").
Sixth Grade	1. Oral Expression and Listening	1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)	(EE.SL.6.1) Engage in collaborative discussions (a) Come to discussions prepared to share information (b) With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information (c) Ask and answer questions specific to the topic, text, or issue under discussion (d) Restate key ideas expressed in the discussion
Sixth Grade	1. Oral Expression and Listening	1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	Interpret information presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2)	(EE.SL.6.2) Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study

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Sixth Grade	1. Oral Expression and Listening	1. Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: SL.6.3)	(EE.SL.6.3) Identify the reasons and evidence supporting the claims made by the speaker
Sixth Grade	1. Oral Expression and Listening	2. Develop, organize, and present ideas and opinions effectively.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)	(EE.SL.6.4) Present findings on a topic including descriptions, facts, or details.
Sixth Grade	1. Oral Expression and Listening	2. Develop, organize, and present ideas and opinions effectively.	Include multimedia components (for example: graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)	(EE.SL.6.5) Select an auditory, visual, or tactual display to clarify the information in presentations.
Sixth Grade	1. Oral Expression and Listening	2. Develop, organize, and present ideas and opinions effectively.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)	(EE.SL.6.6) Use formal and informal language as appropriate to the communication partner.
Sixth Grade	2. Reading for All Purposes	1. Analyze literary elements within different types of literature to make meaning.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)	(EE.RL.6.1) Determine what a text says explicitly as well as what simple inferences must be drawn; (EE.RL.6.2) identify details in a text that are related to the theme or central idea; and (EE.RL.6.3) can identify how a character responds to a challenge in story
Sixth Grade	2. Reading for All Purposes	1. Analyze literary elements within different types of literature to make meaning.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5) Explain how an author develops the	(EE.RL.6.4) Determine how word choice changes the meaning in a text; (EE.RL.6.5) Determine the structure of a text (e.g., story, poem, or drama); and (EE.RL.6.6) identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.

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			point of view of the narrator or speaker in a text. (CCSS: RL.6.6)	
Sixth Grade	2. Reading for All Purposes	1. Analyze literary elements within different types of literature to make meaning.	Use Integration of Knowledge and Ideas to: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)	(EE.RL.6.7) Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text; and (EE.RL.6.9) Compare and contrast stories, myths, or texts with similar topics or themes.
Sixth Grade	2. Reading for All Purposes	1. Analyze literary elements within different types of literature to make meaning.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)	(EE.RL.6.10) Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.
Sixth Grade	2. Reading for All Purposes	2. Analyze organization and structure of informational text to make meaning.	Use Key Ideas and Details to: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)	(EE.RI.6.1) Analyze a text to determine what it says explicitly as well as what inferences should be drawn; (EE.RI.6.2) determine the main idea of a passage and details or facts related to it; and (EE.RI.6.3) identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
Sixth Grade	2. Reading for All Purposes	2. Analyze organization and structure of informational text to make meaning.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4) 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. (CCSS: RI.6.5) Determine an author's point of view or purpose in	EE.RI.6.4 Determine how word choice changes the meaning of a text; (EE.RI.6.5) determine how the title fits the structure of the text. (EE.RI.6.6) identify words or phrases in the text that describe or show the author's point of view.

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			a text and explain how it is conveyed in the text. (CCSS: RI.6.6)	
Sixth Grade	2. Reading for All Purposes	2. Analyze organization and structure of informational text to make meaning.	Use Integration of Knowledge and Ideas to: Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8) Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). (CCSS: RI.6.9)	(EE.RI.6.7) Find similarities in information presented in different media or formats as well as in text; (EE.RI.6.8) distinguish claims in a text supported by reason; and (EE.RI.6.9) compare and contrast how two texts describe the same event.
Sixth Grade	2. Reading for All Purposes	2. Analyze organization and structure of informational text to make meaning.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)	(EE.RI.6.10) Demonstrate understanding while actively reading or listening to literary nonfiction.
Sixth Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: audience, auditory, audible). (CCSS: L.6.4b)Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c) Verify the preliminary determination of the meaning of a word or	(EE.L.6.4) Demonstrate knowledge of word meanings; (a) use context to determine which word is missing from a content area text; (b) use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking); and (c) seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

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			phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)	
Sixth Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5) Interpret figures of speech (for example: personification) in context. (CCSS: L.6.5a)Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, unwasteful, thrifty). (CCSS: L.6.5c)	(EE.L.6.5) Demonstrate understanding of word relationships and use; (a) identify the meaning of simple similes (e.g., The man was as big as a tree.); and (b) demonstrate understanding of words by identifying other words with similar and different meanings.
Sixth Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)	(EE.L.6.6) Use general academic and domain-specific words and phrases across contexts.
Sixth Grade	3. Writing and Composition	1. Write arguments that support claim(s) using clear reasons, relevant evidence, credible sources, and a formal style.	Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1) Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c) Establish and maintain a formal style. (CCSS: W.6.1d) Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)	(EE.W.6.1) Write claims about topics or text; (a) Write a claim about a topic or text; and (b) Write one or more reasons to support a claim about a topic or text.
Sixth Grade	3. Writing and Composition	2. Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)Introduce a topic; organize ideas, concepts, and information, using strategies such as definition,	(EE.W.6.2) Write to share information supported by details; (a) introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate; and (b) provide facts, details, or other information related to the topic.

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			classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b) Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c) Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d) Establish and maintain a formal style. (CCSS: W.6.2e)Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)	
Sixth Grade	3. Writing and Composition	3. Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d) Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e) Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic	(EE.W.6.3) Write about events or personal experiences; (a) write a narrative about a real or imagined experience introducing the experience and including two or more events; (c) use words that establish the time frame; and (d) use words that convey specific details about the experience or event.

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			elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1) Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a) Use intensive pronouns (e.g., myself, ourselves). (CCSS: L.6.1b) Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)	Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language. Identify and use pronouns accurately in writing.
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)	(EE.L.6.2) Demonstrate understanding of conventions of standard English; (a) Use question marks at the end of written questions; and (b) spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3) Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a) Maintain consistency in style and tone. (CCSS: L.6.3b)	(EE.L.6.3) Use language to achieve desired outcomes when communicating; and (a) vary use of language when the listener or reader does not understand the initial attempt.

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Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)	(EE.W.6.4) Produce writing that is appropriate for the task, purpose, or audience.
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)	(EE.W.6.5) With guidance and support from adults and peers, plan before writing and revise own writing.
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)	(EE.W.6.6) Use technology, including the Internet, to produce writing while interacting and collaborating with others.
Sixth Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)	(EE.W.6.10) Write routinely for a variety of tasks, purposes, and audiences.
Sixth Grade	4. Research Inquiry and Design	1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)	(EE.W.6.7) Conduct short research projects to answer a question.

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Sixth Grade	4. Research Inquiry and Design	1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)	(EE.W.6.8) Gather information from multiple print and digital sources that relate to a given topic.
Sixth Grade	4. Research Inquiry and Design	1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9) Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a) Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)	(EE.W.6.9) Use information from literary and informational text to support writing; (a) apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text."); and (b) apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., ""Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").
Seventh Grade	1. Oral Expression and Listening	1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c) Acknowledge new information expressed by	(EE.SL.7.1) Engage in collaborative discussions; (EE.SL.7.1a) come to discussions prepared to share information; (EE.SL.7.1b) with guidance and support from adults and peers, follow simple, agreed-upon rules for discussions, and carry out assigned roles; (EE.SL.7.1c) remain on the topic of the discussion when answering questions or making other contributions to a discussion; and (EE.SL.7.1d) acknowledge new information expressed by others in a discussion.

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			others and, when warranted, modify their own views. (CCSS: SL.7.1d)	
Seventh Grade	1. Oral Expression and Listening	1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)	(EE.SL.7.2) Identify details related to the main idea of a text presented orally or through other media.
Seventh Grade	1. Oral Expression and Listening	1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)	(EE.SL.7.3) Determine whether the claims made by a speaker are fact or opinion.
Seventh Grade	1. Oral Expression and Listening	2. Prepare for formal presentations and use appropriate delivery techniques.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)	(EE.SL.7.4) Present findings on a topic including relevant descriptions, facts, or details.
Seventh Grade	1. Oral Expression and Listening	2. Prepare for formal presentations and use appropriate delivery techniques.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)	(EE.SL.7.5) Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
Seventh Grade	1. Oral Expression and Listening	2. Prepare for formal presentations and use appropriate delivery techniques.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)	(EE.SL.7.6) Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.
Seventh Grade	2. Reading for All Purposes	1. Analyze the connections between interrelated literary elements to understand literary texts.	Use Key Ideas and Details to: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1) Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CCSS: RL.7.2) Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)	(EE.RL.7.1) Analyze text to identify where information is explicitly stated and where inferences must be drawn; (EE.RL.7.2) identify events in a text that are related to the theme or central idea; and (EE.RL.7.3) determine how two or more story elements are related.
Seventh Grade	2. Reading for All Purposes	1. Analyze the connections between interrelated literary	Use Craft and Structure to Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact	(EE.RL.7.4) Determine the meaning of simple idioms and figures of speech as they are used in a text; (EE.RL.7.5) compare the structure of two or more texts (e.g., stories,

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		elements to understand literary texts.	of rhymes and other repetitions of sounds (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4) Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)	poems, or dramas); and (EE.RL.7.6) compare the points of view of two or more characters or narrators in a text.
Seventh Grade	2. Reading for All Purposes	1. Analyze the connections between interrelated literary elements to understand literary texts.	Use Integration of Knowledge and Ideas to: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)	(EE.RL.7.7) Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text; and (EE.RL.7.9) compare a fictional time, place, or character in one text with the same time, place, or character portrayed in an historical account.
Seventh Grade	2. Reading for All Purposes	1. Analyze the connections between interrelated literary elements to understand literary texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)	(EE.RL.7.10) Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.
Seventh Grade	2. Reading for All Purposes	2. Summarize and evaluate to show understanding of informational texts.	Use Key Ideas and Details to: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2) Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)	(EE.R.I.7.1) Analyze text to identify where information is explicitly stated and where inferences must be drawn; (EE.R.I.7.2) determine two or more central ideas in a text; and (EE.R.I.7.3) determine how two individuals, events or ideas in a text are related.

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Seventh Grade	2. Reading for All Purposes	2. Summarize and evaluate to show understanding of informational texts.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)	(EE.R.I.7.4) Determine how words or phrases are used to persuade or inform a text; (EE.R.I.7.5) determine how a fact, step, or event fits into the overall structure of the text; (EE.R.I.7.6) determine an author's purpose or point of view.
Seventh Grade	2. Reading for All Purposes	2. Summarize and evaluate to show understanding of informational texts.	Use Integration of Knowledge and Ideas to: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CCSS: RI.7.8) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (CCSS: RI.7.9)	(EE.R.I.7.7) Compare a text to an audio, video or multimedia version of the same text; (EE.R.I.7.8) determine how a claim or reason fits into the overall structure of an informational text; (EE.R.I.7.9) compare and contrast how different texts on the same topic present the details.
Seventh Grade	2. Reading for All Purposes	2. Summarize and evaluate to show understanding of informational texts.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)	With support and scaffolding, read or listen to and comprehend literature and adapted texts including stories, dramas and poems in the 6-8 text complexity band.
Seventh Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4) Use context (for example: the overall meaning of a sentence or paragraph; a word's	(EE.L.7.4)Demonstrate knowledge of word meanings; (EE.L.7.4a) use context to determine which word is missing from a text; (EE.L.7.4b) use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking); (EE.L.7.4c)

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			position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: belligerent, bellicose, rebel). (CCSS: L.7.4b) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)	seek clarification and meaning support when unfamiliar words are encountered while reading or communicating; and (d) access reference materials (i.e. dictionary, word prediction) to verify the meaning of the word or phrase.
Seventh Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5) Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a) Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: refined, respectful, polite, diplomatic, condescending). (CCCS: L.7.5c)	(EE.L.7.5)Demonstrate understanding of word relationships and use; (EE.L.7.5a) demonstrate understanding of word relationships and use; and (EE.L.7.5b) demonstrate understanding of synonyms and antonyms.
Seventh Grade	2. Reading for All Purposes	3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)	(EE.L.7.6) Use general academic and domain-specific words and phrases across contexts.
Seventh Grade	3. Writing and Composition	1. Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing	Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)Support claim(s) with logical reasoning and	(EE.W.7.1) Write claims about topics or texts; (EE.W.7.1a) introduce a topic or text and write one claim about it; (EE.W.7.1b) write one or more reasons to support a claim about a topic or text; and (EE.W.7.1c) use temporal words (first, next, also) to create cohesion.

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		claims, clear language, and formal style.	relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c) Establish and maintain a formal style. (CCSS: W.7.1d) Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)	
Seventh Grade	3. Writing and Composition	2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d) Establish and maintain a formal style. (CCSS: W.7.2e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)	(EE.W.7.2) Write to share information supported by details; (EE.W.7.2a) introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate; (EE.W.7.2b) provide facts, details, or other information related to the topic; and (EE.W.7.2d) select domain-specific vocabulary to use in writing about the topic.
Seventh Grade	3. Writing and Composition	3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) Engage and orient the reader by establishing a context and point of view and introducing a narrator	(EE.W.7.3) Write about events or personal experiences; (EE.W.7.3a) write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events; (EE.W.7.3c) use temporal words (e.g., first, then, next) to signal order;

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		capture the action and detail experiences and events.	and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.7.3a) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	and (EE.W.7.3d) use words that describe feelings of people or characters in the narrative.
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1) Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)	(EE.L.7.1) Engage in collaborative discussions; (EE.L.7.1a) come to discussions prepared to share information; (EE.L.7.1b) with guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles; (EE.L.7.1c) remain on the topic of the discussion when answering questions or making other contributions to a discussion.
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) Use a comma to separate coordinate adjectives (for example: It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). (CCSS: L.7.2a) Correctly spell frequently used words and	(EE.L.7.2) Demonstrate understanding of conventions of standard English; (EE.L.7.2a) demonstrate understanding of conventions of standard English; (EE.L.7.2b) spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

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		appropriate to task, purpose, and audience.	consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2.b).	
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)	(EE.L.7.3) Use language to achieve desired outcomes when communicating; and (EE.L.7.3a) use precise language as required to achieve desired meaning.
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)	Organize sentences on a topic in a logical order and following a particular style that is appropriate for the audience.
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)	(EE.W.7.5) With guidance and support from adults and peers, plan before writing and revise own writing.
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. (adapted from CCSS: W.7.6)	(EE.W.7.6) Use technology, including the Internet, to produce writing to interact and collaborate with others.

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		mechanics, and that its style is appropriate to task, purpose, and audience.		
Seventh Grade	3. Writing and Composition	4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)	(EE.W.7.10) Write routinely for a variety of tasks, purposes, and audiences.
Seventh Grade	4. Research Inquiry and Design	1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)	(EE.W.7.7) Conduct research to answer a question based on multiple sources of information.
Seventh Grade	4. Research Inquiry and Design	1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)	(EE.W.7.8) Identify quotes providing relevant information about a topic from multiple print or digital sources.
Seventh Grade	4. Research Inquiry and Design	1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9) Apply grade 7 Reading standards to literature (for example: "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). (CCSS: W.7.9a) Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	(EE.W.7.9) Use information from literary and informational text to support writing; (EE.W.7.9a) apply Essential Elements of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."); and (EE.W.7.9b) apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").

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			evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)	
Eighth Grade	1. Oral Expression and Listening	1. Engage in effective collaborative discussions and analyze information presented.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)	(EE.SL.8.1) Engage in collaborative discussions; (EE.SL.8.1a) come to discussions prepared to share information previously studied; (EE.SL.8.1b) follow simple rules and carry out assigned roles during discussions; (EE.SL.8.1c) remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion; (EE.SL.8.1d) acknowledge new information expressed by others in a discussion and relate it to own ideas.
Eighth Grade	1. Oral Expression and Listening	1. Engage in effective collaborative discussions and analyze information presented.	Analyze the purpose of information presented in diverse media and formats (for example: visually, quantitatively, orally) and evaluate the motives (for example: social, commercial, political) behind its presentation. (CCSS: SL.8.2)	(EE.SL.8.2) Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.
Eighth Grade	1. Oral Expression and Listening	1. Engage in effective collaborative discussions and analyze information presented.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)	(EE.SL.8.3) Determine the argument made by a speaker on a topic.
Eighth Grade	1. Oral Expression and Listening	2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)	(EE.SL.8.4) Present descriptions, facts, or details supporting specific points made on a topic.

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Eighth Grade	1. Oral Expression and Listening	2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)	(EE.SL.8.5) Include multimedia and visual information into presentations.
Eighth Grade	1. Oral Expression and Listening	2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)	(EE.SL.8.6) Adapt communication to a variety of contexts and tasks.
Eighth Grade	2. Reading for All Purposes	1. Analyze and evaluate literary elements and an author's choices to understand literary text.	Use Key Ideas and Details to: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)	(EE.RL.8.1) Cite text to support inferences from stories and poems; (EE.RL.8.2) recount an event related to the theme or central idea, including details about character and setting; and (EE.RL.8.3) identify which incidents in a story or drama lead to subsequent action.
Eighth Grade	2. Reading for All Purposes	1. Analyze and evaluate literary elements and an author's choices to understand literary text.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5) Analyze how differences in the points of view of the characters and the audience or reader (for example: created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)	(EE.RL.8.4) Determine connotative meanings of words and phrases in a text; (EE.RL.8.5) compare and contrast the structure of two or more text; (EE.RL.8.6) determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.

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Eighth Grade	2. Reading for All Purposes	1. Analyze and evaluate literary elements and an author's choices to understand literary text.	Use Integration of Knowledge and Ideas to: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7) Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)	(EE.RL.8.7) Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text; (EE.RL.8.9) compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
Eighth Grade	2. Reading for All Purposes	1. Analyze and evaluate literary elements and an author's choices to understand literary text.	Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)	(EE.RL.8.10) Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.
Eighth Grade	2. Reading for All Purposes	2. Analyze and evaluate an author's choices to understand informational text.	Use Key Ideas and Details to: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (for example: through comparisons, analogies, or categories). (CCSS: RI.8.3)	(EE.RI.8.1) Cite text to support inferences from informational text; (EE.RI.8.2) provide a summary of a familiar informational text; (EE.RI.8.3) recount events in the order they were presented in the text.
Eighth Grade	2. Reading for All Purposes	2. Analyze and evaluate an author's choices to understand informational text.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	(EE.RI.8.4) Determine connotative meanings of words and phrases in a text. (EE.RI.8.5) Locate the topic sentence and supporting details in a paragraph. (EE.RI.8.6) Determine an author's purpose or point of view and identify examples from text that describe or support it.

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			(CCSS: RI.8.5) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)	
Eighth Grade	2. Reading for All Purposes	2. Analyze and evaluate an author's choices to understand informational text.	Use Integration of Knowledge and Ideas to: Evaluate the advantages and disadvantages of using different mediums (for example: print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)	(EE.RI.8.7)Determine whether a topic is best presented as audio, video, multimedia, or text; (EE.RI.8.8) determine the argument made by an author in an informational text; and (EE.RI.8.9) identify where two different texts on the same topic differ in their interpretation of the details.
Eighth Grade	2. Reading for All Purposes	2. Analyze and evaluate an author's choices to understand informational text.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (CCSS: RI.8.10)	(EE.RI.8.10) Demonstrate understanding while actively reading or listening to literary nonfiction.
Eighth Grade	2. Reading for All Purposes	3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4) Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: precede, recede, secede). (CCSS: L.8.4b) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise	(EE.L.8.4) Demonstrate knowledge of word meanings. (EE.L.8.4a) Use context to determine which word is missing from a content area text; (EE.L.8.44b) use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking); and (EE.L.8.4c) seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

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			meaning or its part of speech. (CCSS: L.8.4c) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)	
Eighth Grade	2. Reading for All Purposes	3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5) Interpret figures of speech (for example: verbal irony, puns) in context. (CCSS: L.8.5a) Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b) Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: bullheaded, willful, firm, persistent, resolute). (CCSS: L.8.5c)	(EE.L.8.5) Demonstrate understanding of word relationships and use; (EE.L.8.5a) demonstrate understanding of the use of multiple meaning words; (EE.L.8.5b) use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household); and (EE.L.8.5c) Use descriptive words to add meaning when writing and communicating Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
Eighth Grade	2. Reading for All Purposes	3. Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)	(EE.L.8.6) Use general academic and domain-specific words and phrases across contexts.
Eighth Grade	3. Writing and Composition	1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.	Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.8.1) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c) Establish and maintain a formal style. (CCSS: W.8.1d) Provide a concluding statement or section	(EE.W.8.1) Write claims about topics or texts; (EE.W.8.1a) introduce the claim and provide reasons or pieces of evidence to support it; (EE.W.8.1b) write reasons to support a claim about a topic or text.

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			that follows from and supports the argument presented. (CCSS: W.8.1e)	
Eighth Grade	3. Writing and Composition	2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c) Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d) Establish and maintain a formal style. (CCSS: W.8.2e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)	(EE.W.8.2) Write to share information supported by details. (EE.W.8.2a) Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. (EE.W.8.2b) Write one or more facts or details related to the topic. (EE.W.8.2c) Write complete thoughts as appropriate. (EE.W.8.2d) Use domain specific vocabulary related to the topic. (EE.W.8.2e) Not applicable. (EE.W.8.2f) Provide a closing.
Eighth Grade	3. Writing and Composition	3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.8.3a) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to	(EE.W.8.3) Write about events or personal experiences; (EE.W.8.3a) Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events; (EE.W.8.3c) use temporal words (e.g., first, then, next) to signal order; (EE.W.8.3d) use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events; (EE.W.8.3e) provide a closing.

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			another, and show the relationships among experiences and events. (CCSS: W.8.3c) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d) Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e) Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.	
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a) Form and use verbs in the active and passive voice. (CCSS: L.8.1b) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c) Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)	(EE.L.8.1) Demonstrate standard English grammar and usage when communicating. (EE.L.8.1a) Not applicable. (EE.L.8.1b) Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). (EE.L.8.1c) Use appropriate verbs to match nouns. (EE.L.8.1d) Not applicable.
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a) Use an ellipsis to indicate an omission. (CCSS: L.8.2b) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.8.2c)	(EE.L.8.2) Demonstrate understanding of conventions of standard English; (EE.L.8.2a) use end punctuation and capitalization when writing a sentence or questions; and (EE.L.8.2c) spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

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Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (for example: emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)	(EE.L.8.3) Use language to achieve desired outcomes when communicating; (EE.L.8.3a) Use to-be verbs (am, is, was, were, be, become, became) accurately when writing and communicating.
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	(EE.W.8.4) Produce writing that is appropriate for the task, purpose, or audience.
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)	(EE.W.8.5) With guidance and support from adults and peers, plan before writing and revise own writing.
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)	(EE.W.8.6) Use technology, including the Internet, to produce writing to interact and collaborate with others.
Eighth Grade	3. Writing and Composition	4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)	(EE.W.8.10) Write routinely for a variety of tasks, purposes, and audiences.

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Eighth Grade	4. Research Inquiry and Design	1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)	(EE.W.8.7) Conduct short research projects to answer and pose questions based on one source of information.
Eighth Grade	4. Research Inquiry and Design	1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)	(EE.W.8.8) Select quotes providing relevant information about a topic from multiple print or digital sources.
Eighth Grade	4. Research Inquiry and Design	1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9) Apply grade 8 Reading standards to literature (for example: "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS: W.8.9a) Apply grade 8 Reading standards to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). (CCSS: W.8.9b)	(EE.W.8.9) Use information from literary and informational text to support writing; (EE.W.8.9a) apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").; and (EE.W.8.9b) apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
Ninth / Tenth Grade Band	1. Oral Expression and Listening	1. Respond to others' ideas, and evaluate perspective and rhetoric.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other	Ask an on topic question about a presentation; make a comment to provide feedback; and participate in the preparation of a group activity or product.

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			research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a) Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)	
Ninth / Tenth Grade Band	1. Oral Expression and Listening	1. Respond to others' ideas, and evaluate perspective and rhetoric.	Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	(EE.SL.9-10.2) Determine the credibility of information presented in diverse media or formats
Ninth / Tenth Grade Band	1. Oral Expression and Listening	1. Respond to others' ideas, and evaluate perspective and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	(EE.SL.9-10.3) Determine the speaker's point of view on a topic
Ninth / Tenth Grade Band	1. Oral Expression and Listening	2. Organize and develop credible presentations tailored to purpose and audience.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)	Choose a position on a topic and express two supporting ideas using up to two media formats; and Gather and organize information from three sources for a presentation.
Ninth / Tenth Grade Band	1. Oral Expression and Listening	2. Organize and develop credible presentations tailored to purpose and audience.	Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,	(EE.SL.9-10.5) Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

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			reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	
Ninth / Tenth Grade Band	1. Oral Expression and Listening	2. Organize and develop credible presentations tailored to purpose and audience.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)	(EE.SL.9-10.6) Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
Ninth / Tenth Grade Band	1. Oral Expression and Listening	2. Organize and develop credible presentations tailored to purpose and audience.	Use feedback to evaluate and revise the presentation.	Listen and respond to feedback.
Ninth / Tenth Grade Band	2. Reading for All Purposes	1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	Use Key Ideas and Details to class. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)	Identify the main idea and 1-2 supporting details from a piece of adapted 9th or 10th grade literature; and identify the main idea and 2-3 supporting details from an adapted news article.
Ninth / Tenth Grade Band	2. Reading for All Purposes	1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). (CCSS: RL.9-10.4) Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States,	(EE.RL.9-10.4) Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech; (EE.RL.9-10.5) identify where a text deviates from a chronological presentation of events; and (EE.RL.9-10.6) determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.

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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
			drawing on a wide reading of world literature. (CCSS: RL.9-10.6)	
Ninth / Tenth Grade Band	2. Reading for All Purposes	1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	Use Integration of Knowledge and Ideas to: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). CCSS: RL.9-10.7) Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9).Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.	(EE.RL.9-10.7) Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration); (EE.RL.9-10.9) identify when an author draws upon or references a different text.
Ninth / Tenth Grade Band	2. Reading for All Purposes	1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	Use Range of Reading and Complexity of Text to: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)	(EE.RL.9-10.10) Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.
Ninth / Tenth Grade Band	2. Reading for All Purposes	2. Understand the logical progression of ideas in increasingly complex texts.	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS. RI.9-10.2) Analyze how the author unfolds an	(EE.RI.9-10.1) Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text; (EE.RI.9-10.2) determine the central idea of the text and select details to support it; and (EE.RI.9-10.3) determine logical connections between individuals, ideas or events in a text.

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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
			analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)	
Ninth / Tenth Grade Band	2. Reading for All Purposes	2. Understand the logical progression of ideas in increasingly complex texts.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	(EE.RI.9-10.4) Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech; (EE.RI.9-10.5) locate sentences that support an author's central idea or claim; and (EE.RI.9-10.6) determine author's point of view and compare with own point of view.
Ninth / Tenth Grade Band	2. Reading for All Purposes	2. Understand the logical progression of ideas in increasingly complex texts.	Use Integration of Knowledge and Ideas to: Analyze various accounts of a subject told in different mediums (for example: a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8) By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli's The Prince, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related	Explain the similarities and differences between two texts about the same subject. Determine how an author supports their argument and determine if claims the author makes are true or false.

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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
			themes and concepts over the course of time. (adapted from CCSS: RI.9-10.9)	
Ninth / Tenth Grade Band	2. Reading for All Purposes	2. Understand the logical progression of ideas in increasingly complex texts.	Use Range of Reading and Complexity of Text to: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9-10.10)	(EE.RI.9-10.10) Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.
Ninth / Tenth Grade Band	2. Reading for All Purposes	2. Understand the logical progression of ideas in increasingly complex texts.	Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society.	Read or listen to and comprehend a variety of grade-level texts or adapted texts from multiple perspectives.
Ninth / Tenth Grade Band	2. Reading for All Purposes	3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9-10.4) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: analyze, analysis, analytical; advocate, advocacy (CCSS: L.9-10.4b) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)	(EE.L.9-10.4) Demonstrate knowledge of word meanings; (EE.L9-10.4a) use context to determine the meaning of unknown; (EE.L9-10.4b) identify and use root words and the words that result when affixes are added or removed; and (EE.L9-10.4c) consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Ninth / Tenth Grade Band	2. Reading for All Purposes	3. Utilize context, parts of speech, grammar, and word choice to	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-	(EE.L.9-10.5) Demonstrate understanding of word relationships and use; (EE.L.9-10.5a) interpret common

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		understand narrative, argumentative, and informational texts.	10.5) Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a) Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)	figures of speech; and (EE.L.9-10.5b) determine the intended meaning of multiple meaning words.
Ninth / Tenth Grade Band	2. Reading for All Purposes	3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)	(EE.L.9-10.6) Use general academic and domain specific words and phrases across contexts.
Ninth / Tenth Grade Band	3. Writing and Composition	1. Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)	(EE.W.9-10.1) Write claims about topics or texts; (EE.W.9-10.1a) Introduce a topic or text and write one claim and one counterclaim about it.

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			Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)	
Ninth / Tenth Grade Band	3. Writing and Composition	2. Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). (CCSS: W.9-10.2f)	(EE.W.9-10.2a) Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate; (EE.W.9-10.2b) develop the topic with facts or details; (EE.W.9-10.2c) use complete, simple sentences as appropriate; (EE.W.9-10.2d)use domain specific vocabulary when writing claims related to a topic of study or text; and (EE.W.9-10.2f) Provide a closing.
Ninth / Tenth Grade Band	3. Writing and Composition	3. Write engaging real or imagined narratives using multiple plot lines.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)Engage and orient the reader by setting out a	(EE.L.9-10.3) Use language to achieve desired outcomes when communicating; and (EE.L.9-10.3a) vary syntax when writing and communicating.

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			problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e) Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.	
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)Use parallel structure. (CCSS: L.9-10.1a) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)	(EE.L.9-10.1) Demonstrate standard English grammar and usage when communicating; (EE.L.9-10.1b) use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a) Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) Correctly	(EE.L.9-10.2) Demonstrate understanding of conventions of standard English; (EE.L.9-10.2a) use a comma and conjunction to combine two simple sentences; and (EE.L.9-10.2c) Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

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			spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.9-10.2c).	
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3) Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type. (adapted from CCSS: L.9-10.3a)	(EE.L.9-10.3) 9-10.3 Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)	(EE.W.9-10.4) Produce writing that is appropriate for the task, purpose, and audience.
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	(EE.W.9-10.5) Develop writing by planning and revising own writing.
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)	(EE.W.9-10.6) Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
Ninth / Tenth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)	(EE.W.9-10.10) Write routinely over time for a range of tasks, purposes, and audiences.

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Ninth / Tenth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)	(EE.W.9-10.7) Conduct research projects to answer questions posed by self and others using multiple sources.
Ninth / Tenth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)	(EE.W.9-10.8) Write answers to research questions by selecting relevant information from multiple resources.
Ninth / Tenth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9) Apply grades 9-10 Reading standards to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9)Apply grades 9-10 Reading standards to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9)	(EE.W.9-10.9) Use information from literary and informational text to support writing; (EE.W.9-10-a) apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., "identify when an author has drawn upon or included references to another text."). (EE.W.9-10-b) apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.").
Ninth / Tenth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	Communicate information and ideas creatively and responsibly in multiple formats.	Clearly communicate ideas.

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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)	Identify appropriate communication techniques (eye contact, listening, word choice, message, audience); express a relevant, two-sentence response to a presentation to show agreement or disagreement; self-select an individual role/responsibility in a group and communicate the role expectations; and select a topic, plan, and present a short presentation with peers.
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.(CCSS: SL.11-12.2)	

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Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)	(EE.SL.11-12.3) Determine whether the claims and reasoning enhance the speaker's argument on a topic
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	1. Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	Analyze rhetorical devices used in own and others' appeals; critique and correct logical fallacies.	Explain what makes someone's argument effective.
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)	(EE.SL.11-12.4) Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.	Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)	(EE.SL.11-12.5) Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
Eleventh / Twelfth Grade Band	1. Oral Expression and Listening	2. Integrate credible, accurate information into appropriate media and formats to meet an audience's needs.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)	(EE.SL.11-12.6) Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	1. Interpret and evaluate complex literature using various critical reading strategies.	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the	Identify story elements (character, plot, setting, main idea, and theme) for a variety of literature and present it in a 5-10 sentence summary.

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Grade	Standard	Grade Level Expectation	2020 CAS Evidence Outcome	Extended Evidence Outcome
			text. (CCSS: RL.11-12.2) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)	
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	1. Interpret and evaluate complex literature using various critical reading strategies.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)	Identify the meaning of unknown words using context clues and the meanings of the author's choices.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	1. Interpret and evaluate complex literature using various critical reading strategies.	Use Integration of Knowledge and Ideas to: By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.) (adapted from CCSS: RL.11-12.7)By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (adapted from CCSS: RL.11-12.9)	(EE.RL.11-12.7) Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem; (EE.RL.11-12.9) demonstrate explicit understanding of recounted versions of foundational works of American literature.

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Eleventh / Twelfth Grade Band	2. Reading for All Purposes	1. Interpret and evaluate complex literature using various critical reading strategies.	Use Range of Reading and Complexity of Text to: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS RL.11-12.10)	(EE.RL.11-12.10) Demonstrate understanding while actively engaged in reading or listening to stories, dramas, or poems
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	2. Interpret and evaluate complex informational texts using various critical reading strategies.	Use Key Ideas and Details to: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3) Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity). Predict the impact an informational text will have on an audience and justify the prediction.	(EE.RI.11-12.1) Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding; (EE.RI.11-12.2) determine the central idea of a text; recount the text; and (EE.RI.11-12.3) determine how individuals, ideas, or events change over the course of the text.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	2. Interpret and evaluate complex informational texts using various critical reading strategies.	Use Craft and Structure to: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS:	(EE.RI.11-12.4) Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text; (EE.RI.11-12.5) determine whether the structure of a text enhances an author's claim; (EE.RI.11-12.6) determine author's

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			RI.11-12.4) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS: RI.11-12.6)	point of view and compare and contrast it with own point of view.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	2. Interpret and evaluate complex informational texts using various critical reading strategies.	Use Integration of Knowledge and Ideas to: Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade. (adapted from CCSS: RI.11-12.8) Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade. (adapted from CCSS: RI.11-12.9)	(EE.RI.11-12.7) Analyze information presented in different media on related topics to answer questions or solve problems (EE.RI.11-12.8) Determine whether the claims and reasoning enhance the author's argument in an informational text. (EE.RI.11-12.9) Compare and contrast arguments made by two different texts on the same topic.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	2. Interpret and evaluate complex informational texts using various critical reading strategies.	Use Range of Reading and Complexity of Text to: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10) By the end of grade 12, read and comprehend literary nonfiction at the high end of the	(EE.RI.11-12.10) Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

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			grades 11-CCR text complexity band independently and proficiently.	
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)Use context (for example: the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable). (CCSS: L.11-12.4b) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)	(EE.L.11-12.4) Demonstrate knowledge of word meanings; (EE.L.11-12.4a) Use context to determine the meaning of unknown words; (EE.L.11-12.4b) identify and use root words and the words that result when affixes are added or removed; and (EE.L.11-12.4d) consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a) Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)	(EE.L.11-12.5) Demonstrate understanding of word relationships and use (EE.L.11-12.5a) interpret simple figures of speech encountered while reading or listening.
Eleventh / Twelfth Grade Band	2. Reading for All Purposes	3. Understand how language influences the comprehension of narrative, argumentative, and informational texts.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or	(EE.L.11-12.6) Use general academic and domain-specific words and phrases across contexts.

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			phrase important to comprehension or expression. (CCSS: L.11-12.6)	
Eleventh / Twelfth Grade Band	3. Writing and Composition	1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b) Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (adapted from CCSS W.11-12.1c) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.1d) Provide a concluding statement or section that follows from and supports the argument presented. (CCSS W.11-12.1e)	Generate an opinion on a topic with 2-3 facts to support the opinion on a content specific topic.
Eleventh / Twelfth Grade Band	3. Writing and Composition	2. Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS W.11-12.2)Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include	(EE.W.11-12.2a) Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate; (EE.W.11-12.2b) develop the topic with relevant facts, details, or quotes; (EE.W.11-12.2c) use complete, simple sentences, as well as compound and other complex sentences as

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			formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS W.11-12.2b) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS W.11-12.2d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS W.11-12.2e) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS W.11-12.2f)	appropriate; (EE.W.11-12.2d) use domain specific vocabulary when writing claims related to a topic of study or text; use complete, simple sentences, as well as compound and other complex sentences as appropriate; and (EE.W.11-12.2f) provide a closing or concluding statement.
Eleventh / Twelfth Grade Band	3. Writing and Composition	3. Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS W.11-12.3) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS W.11-12.3a) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS W.11-12.3b) Use a variety of techniques to sequence events so	(EE.W.11-12.3) Write about events or personal experiences (EE.W.11-12.3a) write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events; (EE.W.11-12.3c) organize the events in the narrative using temporal words to signal order and add cohesion; (EE.W.11-12.3d) use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters; and (EE.W.11-12.3e) provide a closing.

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			that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example, a sense of mystery, suspense, growth, or resolution). (CCSS W.11-12.3c) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS W.11-12.3d) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS W.11-12.3e) Select and use stylistic devices to craft engaging and effective text.	
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a) Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS: L.11-12.1b)	(EE.L.11-12.1) Demonstrate standard English grammar and usage when communicating; (EE.L.11-12.1a) use conventions of standard English when needed; and (EE.L.11-12.1b) use digital, electronic, and other resources and tools to improve uses of language as needed.
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2) Observe hyphenation conventions. (CCSS: L.11-12.2a) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.11-12.2b)	Use standard English grammar and a variety of parts of speech when communicating; use adaptive technology as needed. Use conventions correctly and spell most single-syllable words correctly.
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(EE.L.11-12.3) Use language to achieve desired outcomes when communicating; and (EE.L.11-12.3a) vary sentence structure using a variety of simple and compound sentence structures.

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		projects in response to ongoing feedback.	(CCSS.ELA-Literacy.L.11-12.3)Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (adapted from CCSS: L.11-12.3a)	
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)	(EE.W.11-12.4) Produce writing that is appropriate to a particular task, purpose, and audience.
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)	(EE.W.11-12.5) Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)w4	(EE.W.11-12.6) Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
Eleventh / Twelfth Grade Band	3. Writing and Composition	4. Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.11-12.10)	(EE.W.12-12.10) Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
Eleventh / Twelfth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)	(EE.W.11-12.7) Conduct research projects to answer questions posed by self and others using multiple sources of information.

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Eleventh / Twelfth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)	(EE.W.11-12.8) Write answers to research questions by selecting relevant information from multiple resources.
Eleventh / Twelfth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.	Determine accuracy of source information.
Eleventh / Twelfth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	Practice citation formatting.
Eleventh / Twelfth Grade Band	4. Research Inquiry and Design	1. Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9) Apply grades 11-12 Reading standards to literature (for example: "Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a) Apply grades 11-12 Reading standards to literary nonfiction (for example: "Delineate and evaluate	(EE.W.11-12.9) Cite evidence from literary or informational texts (EE.W.11-12.9a) apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]."); and (EE.W.11-12.9b) apply grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., "Compare and contrast

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			the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)	reasoning and arguments used in one's work with those used in seminal U.S. texts.").