

Standards By Design:

***Kindergarten, First Grade, Second Grade,
Third Grade, Fourth Grade, Fifth Grade, Sixth
Grade, Seventh Grade, Eighth Grade and High
School for English Language Arts***



English Language Arts

Kindergarten

Kindergarten students participate in the enjoyment of reading through listening and discussion. They retell familiar stories and also tell stories for others to write down. They begin to write and draw pictures for other readers. They learn about the alphabet, words and sounds (phonemic awareness), and how to apply what they have learned by matching words to beginning and ending sounds, orally blending sounds into words, rhyming words, and reading simple sentences. Students listen and respond to age-appropriate classic and contemporary literature, nursery rhymes, alphabet books, and beginner's dictionaries. They begin to learn the rules of Standard English and more about communicating with others.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.01 Identify the front cover, back cover, and title page of a book.

EL.00.RE.02 Follow words read aloud from left to right and from top to bottom of the page.

EL.00.RE.03 Know that print is spoken words written down and has meaning.

EL.00.RE.04 Recognize that sentences in print are made up of separate words.

EL.00.RE.05 Distinguish letters from words.

EL.00.RE.06 Recognize and name all upper and lower case letters.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.07 Listen to spoken sentences and recognize individual words in a sentence.

EL.00.RE.08 Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

EL.00.RE.09 Given a spoken word, produce another word that rhymes with it.

EL.00.RE.10 Listen to one-syllable words and tell the beginning and ending sounds.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.00.RE.11 Given oral sets like "pan, pan, pen," identify the first two as being the same and the third as different.

EL.00.RE.12 Given oral sets like "sat, cap, run," identify the first two as sharing a same sound.

EL.00.RE.13 Orally blend two to three spoken sounds into recognizable words (e.g., /a/t/=at; /c/a/t/=cat).

EL.00.RE.14 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t/).

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.00.RE.15 Understand that as letters of words change, so do the sounds (alphabetic principle).

EL.00.RE.16 Learn most one-to-one letter sound correspondences.

EL.00.RE.17 Blend sounds to read one-syllable decodable words.

EL.00.RE.18 Recognize some words by sight, including a few very common ones (a, the, I, my, you, is, are).

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.00.RE.19 Listen to and experience a wide variety of children's literature including alphabet books, informational stories, classic and contemporary literature, and nursery rhymes.

EL.00.RE.20 Demonstrate listening comprehension of more complex text through discussions.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.00.RE.21 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text.

EL.00.RE.22 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.00.RE.23 Identify and sort common pictures/words into basic categories (e.g., colors, shapes, foods).

EL.00.RE.24 Describe common objects and events in both general (ball) and specific language (large red ball with stripes).

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.00.RE.25 Locate the title and the name of the author of a book.

EL.00.RE.26 Recognize and demonstrate familiarity with everyday print such as signs, notices, labels; newspapers; and informational books.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.00.RE.27 Correctly answer simple questions about a text read aloud.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.00.RE.28 Use pictures or portions of the text to make predictions about the text.

EL.00.RE.29 Connect the information in text to life experiences.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no kindergarten grade-level foundations for Informational Text: Examine Content and Structure.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.00.LI.01 Listen, make connections, and respond to stories based on well-known characters, themes, plots, and settings.

EL.00.LI.02 Name some book titles and authors.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.00.LI.03 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.00.LI.04 Tell the sequence of events in a story.

EL.00.LI.05 Correctly answer simple questions about stories read aloud.

EL.00.LI.06 Retell, reenact, dramatize, or draw stories or parts of stories.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.00.LI.07 Connect events in text to life experiences.

EL.00.LI.08 Make predictions based on illustrations or portions of the story.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

There are currently no kindergarten grade-level foundations for Literary Text: Examine Content and Structure.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.00.WR.01 Discuss ideas to include in a story.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.00.WR.02 Write by moving from left to right and from top to bottom.

EL.00.WR.03 Independently write many uppercase and lowercase letters.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.00.WR.04 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

EL.00.WR.05 Write most letters and some words when they are dictated.

EL.00.WR.06 Write some consonant-vowel-consonant words such as man, cat, and run (demonstrating the alphabetic principle).

EL.00.WR.07 Write (unconventionally) to express own meaning.

EL.00.WR.08 Produce or dictate writing that approximates natural or story language.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.09 Use phonemic awareness and letter knowledge to spell independently.

EL.00.WR.10 Spell some conventionally-spelled consonant-vowel-consonant words.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Grammar.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Punctuation.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

There are currently no kindergarten grade-level foundations for Conventions: Capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.00.WR.11 Write uppercase and lowercase letters of the alphabet independently, closely approximating the correct shape and placement of the letters.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.00.WR.12 Write (unconventionally) brief stories that use drawings to support meaning and that label objects and places.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.00.WR.13 Write (unconventionally) simple messages or directions for a specific reason--or for a specific person or specific people.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

There are currently no kindergarten grade-level foundations for Research Report Writing.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.00.SL.01 Recite short poems, rhymes, and songs.

EL.00.SL.02 Retell, reenact, or dramatize stories or parts of stories.

EL.00.SL.03 Show and tell using props.

EL.00.SL.04 Share information and ideas, speaking in complete, coherent sentences.

EL.00.SL.05 Describe people, places, things, locations, and actions (e.g., size, color, and shape).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.00.SL.06 Tell an experience or story in a logical sequence.

EL.00.SL.07 Speak audibly.

EL.00.SL.08 Look at listeners most of the time.

Listening: Listen critically and respond appropriately across the subject areas.

EL.00.SL.09 Listen when others are speaking.

EL.00.SL.10 Understand and follow one- and two-step oral directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no kindergarten grade-level foundations for Analysis.

First Grade

First grade students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to decode them into spoken language (phonics). They sound out more complex vocabulary and comprehend the meanings of those words. They read orally and silently a variety of grade-level-appropriate classic and contemporary literature, folktales, informational text, and alphabet books. First grade students read at the target rate of 40-60 words correct per minute (wcpm). They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write stories and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Reading

Concepts of Print: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.01 Identify letters, words, and sentences.

EL.01.RE.02 Match oral words to printed words.

EL.01.RE.03 Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Phonemic Awareness: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.04 Create and state a series of rhyming words including consonant blends (e.g., flat, slat).

EL.01.RE.05 Listen and distinguish initial, medial, and final sounds in single-syllable words.

EL.01.RE.06 Listen and distinguish long and short vowel sounds in stated single-syllable words (bit/bite).

EL.01.RE.07 Listen and count the number of sounds in a syllable; count the number of syllables in a word.

EL.01.RE.08 Orally blend two to four spoken phonemes (sounds) into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).

EL.01.RE.09 Orally segment single syllable spoken words into their components (e.g., cat=/c/a/t; splat=/s/p/l/a/t; rich=/r/i/ch).

EL.01.RE.10 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.01.RE.11 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend those sounds into recognizable words.

EL.01.RE.12 Use letter-sound correspondence knowledge to sound out unknown words.

EL.01.RE.13 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., ea in beat, and ea in ear).

EL.01.RE.14 Read compound words and contractions.

EL.01.RE.15 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

EL.01.RE.16 Read common word patterns (e.g., -ite, -ate in words such as gate, late, kite, and bite).

EL.01.RE.17 Read common irregular sight words accurately and fluently (e.g., the, have, said, come, give, of).

EL.01.RE.18 Read aloud grade-level text with accuracy and comprehension in a manner that sounds like natural speech, using cues of punctuation to assist.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.RE.19 By the end of the first grade, read aloud unpracticed grade-level text at a target rate of 40-60 wcpm (words correct per minute).

EL.01.RE.20 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.01.RE.21 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

EL.01.RE.22 Demonstrate listening comprehension of more complex text through discussions.

EL.01.RE.23 Monitor own reading and self-correct when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.

EL.01.RE.24 Notice when difficulties are encountered in understanding text.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.01.RE.25 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

EL.01.RE.26 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.01.RE.27 Classify categories of words (e.g., concrete collections of animals, foods, toys).

EL.01.RE.28 Use context to understand word and sentence meanings.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.01.RE.29 Read written directions, signs, captions, warning labels, and informational books.

EL.01.RE.30 Locate the title, name of author, name of illustrator, and table of contents.

EL.01.RE.31 Alphabetize a list of words by the first letter.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.RE.32 Read and understand simple one-step written instructions.

EL.01.RE.33 Obtain information from print illustrations.

EL.01.RE.34 Identify text that uses sequence or other logical order (explain how informational text is different from a story).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.01.RE.35 Describe new information gained from text in own words.

EL.01.RE.36 Answer simple written comprehension questions based on material read.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.01.RE.37 Make connections and discuss prior knowledge of topics in informational texts.

EL.01.RE.38 Discuss how, why, and what-if questions in sharing informational texts.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

There are currently no Grade 1 grade-level foundations for Informational Text: Examine Content and Structure.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.01.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

EL.01.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.LI.03 Describe the roles of authors and illustrators.

EL.01.LI.04 Recollect, talk, and write about books read during the school year.

EL.01.LI.05 Retell the main events of the story describing the beginning, the middle, and the end.

EL.01.LI.06 Sequence the events in the story.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.01.LI.07 Relate prior knowledge to the story.

EL.01.LI.08 Predict and justify what will happen next in stories.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.01.LI.09 Distinguish fantasy from realistic text.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.01.WR.01 With guidance, discuss ideas and select a focus when writing.

EL.01.WR.02 With assistance, compose fairly readable first drafts using some parts of the writing process such as planning, drafting, rereading for meaning, and some self-correction.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.01.WR.03 With assistance, write for different purposes and to a specific audience or person.

EL.01.WR.04 Develop an idea with an identifiable beginning, middle and end.

EL.01.WR.05 Sequence two or more events.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.WR.06 Use descriptive words when writing.

EL.01.WR.07 Write in complete sentences and distinguish whether simple sentences are incomplete or fail to make sense.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.08 Spell correctly three- and four-letter short vowel words (can, will).

EL.01.WR.09 Use spelling/phonics-based knowledge to spell independently when necessary.

EL.01.WR.10 Show spelling consciousness or sensitivity to conventional spelling.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.11 Identify and correctly write singular and plural nouns (cat/cats).

EL.01.WR.12 Identify and correctly write simple possessive pronouns (my/mine, his/hers).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.13 Correctly use periods (I like my dog.), exclamation points (Help!), and question marks (Do you like to play ball?) at the end of sentences.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.14 Capitalize the first word of a sentence, names of people, and the pronoun I.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.01.WR.15 Print legibly and space letters, words, and sentences appropriately.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.01.WR.16 Write brief stories that describe an experience.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

EL.01.WR.17 Write simple expository descriptions of a real object, person, place, or event using words that help the reader to see, feel, smell, taste, and hear what is being described.

EL.01.WR.18 Write simple directions.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.01.WR.19 With guidance, gather information about a topic and sort it into major categories.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.01.SL.01 Recite poems, rhymes, songs, and stories.

EL.01.SL.02 Stay on topic when speaking.

EL.01.SL.03 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

EL.01.SL.04 Relate an important life event or personal experience in a simple sequence.

EL.01.SL.05 With guidance, use descriptive words when speaking about people, places, things, and events.

EL.01.SL.06 Speak clearly.

EL.01.SL.07 Look at listeners.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Listening: Listen critically and respond appropriately across the subject areas.

EL.01.SL.08 Listen attentively.

EL.01.SL.09 Ask questions for clarification and understanding.

EL.01.SL.10 Give, restate, and follow simple two-step directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no Grade 1 grade-level foundations for Analysis.

Second Grade

Second grade students gain skill and confidence in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words. Learning new concepts, such as prefixes and suffixes, helps them understand the meaning of new vocabulary. They read at the target rate of 90-100 words correct per minute (wcpm). Second grade students ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-appropriate classic and contemporary literature, poetry, informational text in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.02.RE.01 Read regular multi-syllabic words.

EL.02.RE.02 Use letter-sound correspondence knowledge to sound out unknown words.

EL.02.RE.03 Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding, and the vowel sound "oy" in boy) when reading.

EL.02.RE.04 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant-vowel = sup/per).

EL.02.RE.05 Recognize and correctly read and use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.02.RE.06 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

EL.02.RE.07 Read aloud grade-level text fluently and accurately with appropriate intonation and expression using cues of punctuation to assist.

EL.02.RE.08 By the end of the second grade, read aloud unpracticed grade-level text at a target rate of 90-100 wcpm (words correct per minute).

EL.02.RE.09 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.02.RE.10 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

EL.02.RE.11 Demonstrate listening comprehension of more complex text through discussions.

EL.02.RE.12 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.02.RE.13 Reread sentences when meaning is not clear.

EL.02.RE.14 Read voluntarily for interest and own purposes.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.02.RE.15 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

EL.02.RE.16 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.02.RE.17 Know and explain common antonyms and synonyms.

EL.02.RE.18 Use knowledge of individual words in unknown compound words to predict their meaning (daydream).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.02.RE.19 Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

EL.02.RE.20 Use context to identify simple multiple-meaning words (change, duck).

EL.02.RE.21 Determine meanings of words by using a dictionary or glossary.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.02.RE.22 Read written directions, signs, captions, warning labels, and informational books.

EL.02.RE.23 Use titles, tables of contents, and chapter headings to locate information in text.

EL.02.RE.24 Interpret information from diagrams, charts, and graphs.

EL.02.RE.25 Alphabetize a list of words to the second letter.

EL.02.RE.26 Follow two-step written instructions.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.02.RE.27 Read informational texts for answers to specific questions or for specific purposes.

EL.02.RE.28 Recall facts and details in the text to clarify and organize ideas.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.02.RE.29 Pose possible answers to how, why, and what-if questions.

EL.02.RE.30 Connect the information in text to life experiences, text, and world.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.02.RE.31 Connect and compare information across selections.

Literature

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.02.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

EL.02.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.02.LI.03 Retell the sequence of the story.

EL.02.LI.04 Identify and describe the plot, setting, and character(s) in the story.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.02.LI.05 Make and confirm predictions about what will happen next.

EL.02.LI.06 Describe cause-and-effect of specific events.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.02.LI.07 Connect and compare similarities in characters and events across stories.

EL.02.LI.08 Recognize the use of rhyme, rhythm, and alliteration (using words with repeating consonant sounds) by a poet, and discuss its use.

EL.02.LI.09 Take part in creative responses to texts such as dramatizations and oral presentations.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.02.WR.01 Create a list of ideas for writing.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.02.WR.02 In addition to drafting and revising, begin to use (with guidance) additional parts of the writing process such as conferencing.

EL.02.WR.03 With assistance, revise original drafts to improve sequence and provide more descriptive detail.

EL.02.WR.04 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.02.WR.05 With guidance, make reasonable judgments about what to include in written compositions.

EL.02.WR.06 Group related ideas to maintain a consistent focus.

EL.02.WR.07 Develop an idea with an introductory sentence, supporting sentence(s), and a concluding sentence.

EL.02.WR.08 Sequence three or more events.

EL.02.WR.09 Select and use descriptive words when writing.

EL.02.WR.10 Distinguish between complete (When Tom hit the ball, he was proud.) and incomplete sentences (When Tom hit the ball).

EL.02.WR.11 Use correct word order in written sentences.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.12 Spell correctly words which are used frequently but do not fit common spelling patterns such as was, were, says, said, who, what, and why.

EL.02.WR.13 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).

EL.02.WR.14 Spell correctly previously studied words and spelling patterns in own writing.

EL.02.WR.15 Represent all sounds in a word when spelling independently.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.16 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

EL.02.WR.17 Identify and begin to correctly write a few contractions (isn't, can't).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.18 Use commas in the greeting (Dear Eric,) and closure of a letter (Love, or Your Friend,) and with dates (July 14, 2003) and items in a series (Ethan, Emma, and Jennifer).

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.19 Capitalize all proper nouns (names of specific people or things, such as Emma, Oregon, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.02.WR.20 Form letters correctly and space words and sentences properly so that printing can be read easily by another person.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

EL.02.WR.21 Write brief narratives based on personal experiences:

Move through a logical sequence of events.

Describe the setting, characters, objects, and events.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject a

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.02.WR.22 Write a brief description of a familiar object, person, place, or event:

Develop a main idea.

Use details to support the main idea.

EL.02.WR.23 Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.

EL.02.WR.24 Write instructions that illustrate multiple steps.

EL.02.WR.25 With organizational help, begin writing brief informative reports.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.02.WR.26 Understand the purposes of various reference materials.

EL.02.WR.27 Find ideas for writing in pictures and/or books.

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

EL.02.SL.01 Retell stories in own words including characters, setting, and plot.

EL.02.SL.02 Tell experiences in logical order.

EL.02.SL.03 With guidance, report on a topic with supportive facts and details.

EL.02.SL.04 With guidance, organize presentations to maintain a clear focus.

EL.02.SL.05 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Listening: Listen critically and respond appropriately across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.02.SL.06 Determine the purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

EL.02.SL.07 Ask for clarification and explanation of stories and ideas.

EL.02.SL.08 Retell in own words information that has been shared orally by others.

EL.02.SL.09 Give and follow three- and four-step oral directions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

There are currently no Grade 2 grade-level foundations for Analysis.

Third Grade

Third grade students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. Third grade students get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means, at the target rate of 110-120 words correct per minute (wcpm). They not only write clear sentences but also clear paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.03.RE.01 Read regular words with several syllables.

EL.03.RE.02 Use letter-sound correspondence knowledge and structural analysis to decode words.

EL.03.RE.03 Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.

EL.03.RE.04 Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.03.RE.05 Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).

EL.03.RE.06 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.03.RE.07 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

EL.03.RE.08 Demonstrate listening comprehension of more complex text through discussions.

EL.03.RE.09 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.03.RE.10 Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

EL.03.RE.11 Read longer selections and books independently.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.03.RE.12 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

EL.03.RE.13 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.

EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.

EL.03.RE.16 Categorize words by their relationships (e.g., dog/mammal, animal/living things).

EL.03.RE.17 Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.03.RE.18 Use a dictionary or glossary to learn the meaning and other features of unknown words.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.03.RE.19 Read written directions, signs, captions, warning labels, and informational books.

EL.03.RE.20 Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.

EL.03.RE.21 Interpret information from diagrams, charts, and graphs.

EL.03.RE.22 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

EL.03.RE.23 Alphabetize a list of words to the third letter.

EL.03.RE.24 Use dictionaries, encyclopedias, CD ROMs, and Internet to locate information.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.03.RE.25 Demonstrate comprehension by identifying answers to questions about the text.

EL.03.RE.26 Distinguish the main idea and supporting details in informational text.

EL.03.RE.27 Determine significant information from the text, including problems and solutions.

EL.03.RE.28 Summarize major points from informational text.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.03.RE.29 Recall major points in the text and make predictions about forthcoming information.

EL.03.RE.30 Distinguish cause-and-effect and fact and opinion.

EL.03.RE.31 Ask how, why, and what-if questions in interpreting informational texts.

EL.03.RE.32 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.03.RE.33 Use knowledge of the author's purpose to comprehend informational text.

EL.03.RE.34 Take part in creative response to text, such as dramatizations and oral presentations.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.03.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

EL.03.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.03.LI.03 Identify the speaker or narrator in a selection.

EL.03.LI.04 Distinguish the order of events or a specific event from a sequence of events.

EL.03.LI.05 Determine significant events from the story.

EL.03.LI.06 Summarize major points from literary text.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.03.LI.07 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

EL.03.LI.08 Predict probable future outcomes or actions.

EL.03.LI.09 Determine and discuss the underlying theme or author's message in literary text.

EL.03.LI.10 Recognize cause-and-effect relationships in literary text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.03.LI.11 Compare and contrast versions of the same stories from different cultures.

EL.03.LI.12 Create different endings to stories and identify the reason and the impact of the endings.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.03.WR.01 Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.

EL.03.WR.02 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

EL.03.WR.03 With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.

EL.03.WR.04 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.03.WR.05 With assistance, revise writing for others to read improving the focus and progression of ideas.

EL.03.WR.06 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

EL.03.WR.07 Present and discuss own writing with other students, and respond helpfully to other students' compositions.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.03.WR.08 Write appropriately for purpose and audience.

EL.03.WR.09 Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.03.WR.10 Use vivid adjectives and action verbs.

EL.03.WR.11 Begin to elaborate descriptions and incorporate figurative wording in own writing.

EL.03.WR.12 Write correctly complete sentences of statement, command, question or exclamation.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.13 Spell correctly:

*one syllable words that have blends (play, blend) or a silent letter (walk);
contractions (isn't, aren't, can't);
compounds;
common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural such as berry/berries); and
common homophones (words that sound the same but have different spellings, such as hair/hare).*

EL.03.WR.14 Spell correctly previously studied words and spelling patterns in own writing.

EL.03.WR.15 Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.16 Use subjects and verbs that are in agreement (we are instead of we is).

EL.03.WR.17 Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.

EL.03.WR.18 Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).

EL.03.WR.19 Identify and correctly write singular possessive nouns (dog's tail).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.20 Use commas in dates (On June 24, 2003, she'll be nine.), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL), and for items in a series (beans, corn, cucumbers, and squash).

EL.03.WR.21 Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.22 Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon).

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.23 Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.
*Suggested word length: Third Grade, 100 words.

EL.03.WR.24 Write narratives:

Provide a context within which an action takes place.

Include well-chosen details to develop the plot.

With some guidance, provide insight into why the selected incident is memorable.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Third Grade, 100 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.03.WR.25 Write descriptive pieces about people, places, things, or experiences:

Develop a unified main idea.

Use details to support the main idea.

EL.03.WR.26 Write letters, thank-you notes, and invitations:

With assistance, determine the knowledge and interests of the audience and establish a purpose and context.

Include the date, proper salutation, body, closing, and signature.

EL.03.WR.27 Write brief reports:

Include observations and information from two or more sources.

Use diagrams, charts, or illustrations that are appropriate to the text.

EL.03.WR.28 Write brief responses to literary text:

Include what the text is about.

Include personal response to text supported by reasons.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.03.WR.29 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. * Suggested speech length: Third Grade, 1 minute.

EL.03.SL.01 With guidance, organize ideas sequentially or around major points of information.

EL.03.SL.02 Provide a beginning, middle, and end, including concrete details that develop a central idea.

EL.03.SL.03 With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.03.SL.04 Use clear and specific vocabulary to communicate and, with assistance, establish the tone.

EL.03.SL.05 Use appropriate intonation and vocal patterns to emphasize important points.

EL.03.SL.06 Maintain good eye contact while speaking.

Listening: Listen critically and respond appropriately across the subject areas.

EL.03.SL.07 Retell in own words and explain what has been said by a speaker.

EL.03.SL.08 Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).

EL.03.SL.09 Answer questions completely and with appropriate elaboration.

EL.03.SL.10 Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as hiss or buzz).

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.03.SL.11 Distinguish between the speaker's opinions and verifiable facts.

Fourth Grade

Fourth grade students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings such as synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in informational text, biographies, historical fiction, science fiction, and mythology. Fourth grade students read at the target rate of 115-140 words correct per minute (wcpm). They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books they have read.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.04.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).

EL.04.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Fourth Grade: 500,000 words annually.

EL.04.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.04.RE.04 Make connections to text, within text, and among texts across the subject areas.

EL.04.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.04.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.04.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.04.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.04.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.04.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.04.RE.11 Determine meanings of words using contextual and structural clues.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.04.RE.12 Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.

EL.04.RE.13 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.

EL.04.RE.14 Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).

EL.04.RE.15 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.04.RE.16 Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

EL.04.RE.17 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.04.RE.18 Find information in specialized materials (e.g., atlas, magazine, catalog).

EL.04.RE.19 Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.04.RE.20 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.04.RE.21 Identify key facts and information after reading two passages or articles on the same topic.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.04.RE.22 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words. (Some of the skills and concepts in the preceeding standard are assessed at the classroom level and others at the state level.)

EL.04.RE.23 Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.04.RE.24 Identify the main idea of a passage when it is not explicitly stated.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.04.RE.25 Determine the author's purpose, and relate it to details in the text.

EL.04.RE.26 Distinguish between cause-and-effect and between fact and opinion in expository text.

EL.04.RE.27 Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

EL.04.RE.28 Identify and analyze text that uses sequential or chronological order.

EL.04.RE.29 Distinguish text that is biographical and autobiographical.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.04.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

EL.04.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.04.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.04.LI.04 Identify the main problem or conflict of the plot, and explain how it is resolved.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.04.LI.05 Make and confirm predictions about text using ideas presented in the text itself.

EL.04.LI.06 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.04.LI.07 Identify the main idea of a passage when it is not explicitly stated.

EL.04.LI.08 Draw inferences or conclusions about a text based on explicitly stated information.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.04.LI.09 Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

EL.04.LI.10 Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

EL.04.LI.11 Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.04.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.04.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.04.WR.03 Identify audience and purpose.

EL.04.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.04.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.04.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.04.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.04.WR.08 Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

EL.04.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.04.WR.10 Select a focus and a point of view based upon purpose and audience.

EL.04.WR.11 Write multi-paragraph compositions that:

Provide an inviting introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details, and explanations.

Present important ideas or events in sequence or chronological order.

Provide details and transitions to link paragraphs.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

EL.04.WR.12 Use words that describe, explain, or provide additional details and connections.

EL.04.WR.13 Use simple sentences and compound sentences in writing.

EL.04.WR.14 Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.15 Spell correctly:

roots (bases of words, such as un necessary, coward ly),

inflections (words like care/careful/caring),

suffixes and prefixes (-ly, -ness, mis-, un-),

syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy), and

homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.16 Correctly use:

regular verbs (live/lived, shout/shouted)

irregular verbs (swim/swam, ride/rode, hit/hit),

adverbs (slowly, quickly, fast),

prepositions (over, under, through, between), and

coordinating conjunctions (and, or, but).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.17 Correctly use:

*apostrophes to show possession (Troy's shoe, the cat's food),
apostrophes in contractions (can't, didn't, won't), and
quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories,
and chapters in books.*

EL.04.WR.18 Use underlining, quotation marks, or italics to identify titles of documents.

EL.04.WR.19 Correctly write plural possessive nouns (girls' hats).

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.20 Capitalize names of books, magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.04.WR.21 Write smoothly and legibly in cursive or manuscript, forming letters and words that can be read by others.

EL.04.WR.22 Read cursive.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Suggested word length: Fourth Grade, 250 words.

EL.04.WR.23 Write personal narratives:

Include ideas, observations, or memories of an event or experience.

Provide a context to allow the reader to imagine the world of the event or experience.

Use concrete sensory details.

Provide insight into why the selected event or experience is memorable.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.24 Write responses to literature:

Demonstrate an understanding of the literary work.

Support interpretations through references to both the text and prior knowledge.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.25 Write informational reports:

Ask and then address a central question about an issue or event.

Include facts and details for focus.

Develop the topic with simple facts, details, examples, and explanations.

Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.26 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fourth Grade, 250 words.

EL.04.WR.27 Write summaries that contain the main idea of the reading selection.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.04.WR.28 Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.

EL.04.WR.29 Use note-taking skills.

EL.04.WR.30 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

EL.04.WR.31 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

EL.04.WR.32 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Speaking and Listening

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Fourth Grade, 2-4 minutes.

EL.04.SL.01 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

EL.04.SL.02 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

EL.04.SL.03 Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.

EL.04.SL.04 Use a variety of descriptive words that help to convey a clear message.

EL.04.SL.05 Use correct grammar most of the time.

EL.04.SL.06 Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

Listening: Listen critically and respond appropriately across the subject areas.

EL.04.SL.07 Ask thoughtful questions and respond orally to questions with appropriate discussion.

EL.04.SL.08 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

EL.04.SL.09 Follow detailed directions and instructions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.04.SL.10 Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

Fifth Grade

Fifth grade students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

meaning of unknown words or phrases. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in informational text, poetry, and plays. Fifth grade students read at the target rate of 125-150 words correct per minute (wcpm). They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.05.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).

EL.05.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Fifth Grade: 625,000 words annually.

EL.05.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.05.RE.04 Make connections to text, within text, and among texts across the subject areas.

EL.05.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.05.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.05.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.05.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.05.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.05.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.05.RE.11 Determine meanings of words using contextual and structural clues.

EL.05.RE.12 Understand and explain frequently used synonyms, antonyms, and homographs.

EL.05.RE.13 Determine the meanings of figurative expressions, such as those in similes and metaphors.

EL.05.RE.14 Use word origins to determine the meaning of unknown words and phrases.

EL.05.RE.15 Know less-common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin, and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

EL.05.RE.16 Use a thesaurus to determine related words and concepts.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.05.RE.17 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.

EL.05.RE.18 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.

EL.05.RE.19 Find information in specialized materials (e.g., thesaurus, almanac, newspaper).

EL.05.RE.20 Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.05.RE.21 Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.RE.22 Identify key facts and information after reading several passages or articles on the same topic.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.05.RE.23 Predict future outcomes supported by the text.

EL.05.RE.24 Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level.)

EL.05.RE.25 Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.05.RE.26 Determine the author's purpose, and relate it to specific details in the text.

EL.05.RE.27 Draw conclusions about whether portions of the passage are facts or opinions.

EL.05.RE.28 Recognize and analyze characteristics of persuasive text.

EL.05.RE.29 Evaluate new information and ideas by testing them against known information and ideas.

EL.05.RE.30 Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.05.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

EL.05.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.05.LI.04 Identify the main events of the plot, their causes, and the influence of specific events on future actions.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.05.LI.05 Predict future outcomes supported by the text.

EL.05.LI.06 Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.

EL.05.LI.07 Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.

EL.05.LI.08 Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.05.LI.09 Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

EL.05.LI.10 Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.

EL.05.LI.11 Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).

EL.05.LI.12 Evaluate the believability of characters and the degree to which a plot is believable or realistic.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.05.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.05.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.WR.03 Identify audience and purpose.

EL.05.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.05.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.05.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.05.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.05.WR.08 Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.

EL.05.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.05.WR.10 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

EL.05.WR.11 Write multi-paragraph compositions that:

Engage readers with an interesting introduction.

Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.

Develop new ideas in separate paragraphs.

Provide details and examples to support ideas.

Provide transitions to link paragraphs.

Offer a concluding paragraph that summarizes important ideas and details.

EL.05.WR.12 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.

EL.05.WR.13 Use a variety of descriptive words, demonstrating awareness of impact on audience.

EL.05.WR.14 Use simple and compound sentences and begin using complex sentences.

EL.05.WR.15 To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.16 Spell correctly:

*roots or bases of words,
prefixes (understood/misunderstood, excused/unexcused),
suffixes (final/finally, mean/mean-ness)
contractions (will not/won't, it is/it's, they would/they'd),
syllable constructions (in-for-ma-tion, mol-e-cule), and
words with more than one acceptable spelling (advisor, adviser).*

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.17 Correctly use:

*verbs that are often misused (lie/lay, sit/set, rise/raise),
modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his, she/her, they/their, it/its).*

EL.05.WR.18 Ensure that verbs agree with their subjects.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.19 Correctly use:

*parentheses to explain something that is not considered of primary importance to the sentence,
a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the
following items for the project: map, pictures, scissors, tape), and
commas in direct quotations (He said, "I'd be happy to go.").*

EL.05.WR.20 Correctly place commas and periods inside quotation marks.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.05.WR.21 Use correct capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.WR.22 Write legibly in cursive or manuscript.

EL.05.WR.23 Read cursive fluently.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.
*Suggested word length: Fifth Grade, 400 words.

EL.05.WR.24 Write fictional narratives:

Establish a plot, point of view, setting, conflict, and resolution.

Show through description, rather than tell (summarize), the events of the story.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.25 Write responses to literature:

Demonstrate an understanding of a literary work.

Support interpretations through references to the text and to prior knowledge.

Develop interpretations that exhibit careful reading and understanding.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.26 Write research reports about ideas, issues, or events:

Frame questions that direct the investigation.

Establish a main idea or topic.

Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.

Cite references appropriately.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.27 Write persuasive compositions:

State a clear position in support of a proposal.

Support a position with relevant evidence.

Follow a simple organizational pattern.

Address reader concerns.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Fifth Grade, 400 words.

EL.05.WR.28 Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

EL.05.WR.29 Write business letters to request information (e.g., for school reports).

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.05.WR.30 Use organizational features of printed text to locate relevant information.

EL.05.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.05.WR.32 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

EL.05.WR.33 Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).

EL.05.WR.34 Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries--MLA).

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Fifth Grade, 2-5 minutes.

EL.05.SL.01 Develop a focus and point of view that are appropriate to audience and purpose.

EL.05.SL.02 Organize information to clarify and support spoken ideas with evidence and examples.

EL.05.SL.03 Use descriptive words that clearly convey the message and establish the tone.

EL.05.SL.04 Use appropriate technical words that support clear understanding.

EL.05.SL.05 Use correct grammar consistently.

EL.05.SL.06 Engage the audience with appropriate verbal cues--volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.

Listening: Listen critically and respond appropriately across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.SL.07 Ask relevant questions that seek information not already discussed.

EL.05.SL.08 Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.

EL.05.SL.09 Make inferences or draw conclusions based on an oral report.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.05.SL.10 Identify and discuss the purposes of media--information, entertainment, persuasion, interpretation of events, and transmission of culture.

EL.05.SL.11 Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.

Sixth Grade

Sixth grade students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English. Sixth grade students read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.06.RE.01 Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.

EL.06.RE.02 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

*Suggested grade-level target for reading ON OWN: Sixth Grade: 750,000 words annually.

EL.06.RE.03 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.06.RE.04 Make connections to text, within text, and among texts across the subject areas.

EL.06.RE.05 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.06.RE.06 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.06.RE.07 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.06.RE.08 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.06.RE.09 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.06.RE.10 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.06.RE.11 Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.

EL.06.RE.12 Interpret figurative language, including similes, metaphors, and words with multiple meanings.

EL.06.RE.13 Understand and explain "shades of meaning" in related words.

EL.06.RE.14 Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.06.RE.15 Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.

EL.06.RE.16 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.06.RE.17 Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.

EL.06.RE.18 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.06.RE.19 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.06.RE.20 Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.06.RE.21 Predict future outcomes supported by the text.

EL.06.RE.22 Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.

EL.06.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.06.RE.24 Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.

EL.06.RE.25 Distinguish among facts, supported inferences, and opinions in text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.06.RE.26 Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.

EL.06.RE.27 Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.

EL.06.RE.28 Compare and contrast information on the same topic after reading two passages or articles.

EL.06.RE.29 Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.06.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

EL.06.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.06.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.06.LI.04 Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.06.LI.05 Predict future outcomes supported by the text.

EL.06.LI.06 Determine characters' traits by what the characters say in narration and dialogue.

EL.06.LI.07 Analyze the influence of setting on the conflict and its resolution.

EL.06.LI.08 Identify and examine the development of themes in literary works.

EL.06.LI.09 Infer the main idea when it is not explicitly stated.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.06.LI.10 Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.06.LI.11 Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone).

EL.06.LI.12 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

EL.06.LI.13 Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.06.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.06.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.06.WR.03 Identify audience and purpose.

EL.06.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.06.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.06.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.06.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.06.WR.08 Revise drafts to improve the organization and consistency of ideas within and between paragraphs.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.06.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.06.WR.10 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

EL.06.WR.11 Write multi-paragraph compositions that:

Engage the interest of the reader.

State a clear purpose.

Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Develop the topic with supporting details and precise language.

Provide transitions to link paragraphs.

Conclude with a detailed summary linked to the purpose of the composition.

EL.06.WR.12 Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.

EL.06.WR.13 Use a variety of descriptive words to paint a visual image in the mind of the reader.

EL.06.WR.14 Make paragraph breaks when using dialogue.

EL.06.WR.15 Use simple, compound, and complex sentences.

EL.06.WR.16 To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas—including both main ideas and supporting ideas in single sentences.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.17 Spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its).

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.06.WR.18 Correctly use:

*indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),
present perfect verb tense (have been, has been),
past perfect verb tense (had been), and
future perfect verb tense (shall have been).*

EL.06.WR.19 Ensure that verbs agree with compound subjects.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.20 Correctly use:

*colons after the salutation (greeting) in business letters (Dear Sir:),
semicolons to connect main clauses (Katy went to school; her brother stayed home),
commas before the conjunction in compound sentences (We worked all day, but we didn't complete the project.), and
semicolons and commas for transitions (The deadline is passed; however, we can do it next year.).*

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.21 Use correct capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.06.WR.22 Write legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Suggested word length: Sixth Grade, 400-700 words.

EL.06.WR.23 Write fictional narratives:

Establish and develop a plot and setting, and present a point of view that is suitable to the story.

Include sensory details and clear language to develop plot and character.

Use a range of narrative devices, such as dialogue or suspense.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Sixth Grade, 400-700 words.

EL.06.WR.24 Write responses to literature:

Develop interpretations that show careful reading, understanding, and insight.

Organize the interpretations around several clear ideas.

Develop and justify the interpretations through the use of examples and evidence from the text.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Sixth Grade, 400-700 words.

EL.06.WR.25 Write research reports:

Pose relevant questions that are focused enough to be thoroughly answered in the report.

Identify credible sources.

Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.

Include references used.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Sixth Grade, 400-700 words.

EL.06.WR.26 Write persuasive compositions:

State a clear position on a proposition or proposal.

Support the position with organized and relevant evidence.

Anticipate and address reader concerns and counter-arguments.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Sixth Grade, 400-700 words.

EL.06.WR.27 Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.06.WR.28 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

EL.06.WR.29 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.06.WR.30 Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

EL.06.WR.31 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

EL.06.WR.32 Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries--MLA).

Speaking and Listening

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Sixth Grade, 3-5 minutes.

EL.06.SL.01 Develop a focus and point of view.

EL.06.SL.02 Match the purpose, message, occasion, and delivery to the audience.

EL.06.SL.03 Organize information using supporting details, reasons, descriptions, and examples.

EL.06.SL.04 Emphasize key points to assist the listener in following the main ideas and concepts.

EL.06.SL.05 Support opinions with detailed evidence and with visual or media displays.

EL.06.SL.06 Use language effectively to convey the message and make content clear.

EL.06.SL.07 Use correct grammar consistently.

EL.06.SL.08 Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

Listening: Listen critically and respond appropriately across the subject areas.

EL.06.SL.09 Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the non-verbal message, including posture, facial expressions, and gestures.

EL.06.SL.10 Identify the tone, mood, and emotion conveyed in oral communication.

EL.06.SL.11 Restate and execute multiple-step oral directions and instructions.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.06.SL.12 Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.

EL.06.SL.13 Compare ideas and points of view expressed in broadcast, print media, and electronic media.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Seventh Grade

Seventh grade students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to identify their own areas of reading interest. Seventh grade students begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.07.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Seventh Grade: 875,000 words annually.

EL.07.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.07.RE.03 Make connections to text, within text, and among texts across the subject areas.

EL.07.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.07.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.07.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.07.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.07.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.07.RE.10 Determine meanings of words using contextual and structural clues.

EL.07.RE.11 Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose (informational and literary text) and poetry.

EL.07.RE.12 Clarify word meanings through the use of definition, inference, example, restatement, or contrast.

EL.07.RE.13 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.07.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

EL.07.RE.15 Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.07.RE.16 Locate information by using consumer product information.

EL.07.RE.17 Understand and explain the use of a simple mechanical device by following technical directions.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.07.RE.18 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.RE.19 Clarify understanding of informational texts by creating outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.07.RE.20 Predict future outcomes supported by the text.

EL.07.RE.21 Make valid inferences about an author's unstated meaning and valid conclusions about an author's stated meaning, based on facts, events, and images.

EL.07.RE.22 Identify and trace the development of an author's argument, point of view, or perspective in a specific text through a graphic organizer or a summary. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level.)

EL.07.RE.23 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.07.RE.24 Determine the author's purpose and how the author's perspective influences the text.

EL.07.RE.25 Differentiate between conclusions that are based on fact and those that are based on opinions.

EL.07.RE.26 Analyze text to determine the type and purpose of the organizational structure being used by the author (e.g., description, sequential/chronological, categorization, prioritization, comparison/contrast, or cause-and-effect).

EL.07.RE.27 Compare and contrast information on the same topic after reading several passages or articles.

EL.07.RE.28 Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.07.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.07.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.07.LI.04 Predict future outcomes supported by the text.

EL.07.LI.05 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s).

EL.07.LI.06 Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

EL.07.LI.07 Identify and analyze development of themes conveyed through characters, actions, and images.

EL.07.LI.08 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

EL.07.LI.09 Infer unstated reasons for actions based on events and images in the text.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.07.LI.10 Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts.

EL.07.LI.11 Evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g., point of view, importance of the setting to create a mood).

EL.07.LI.12 Identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works.

EL.07.LI.13 Differentiate among and discuss the purposes and characteristics of different forms of prose (e.g., short story, novel, essay).

Writing

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.07.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.07.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.07.WR.03 Identify audience and purpose.

EL.07.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.07.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.07.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.07.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.07.WR.08 Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

EL.07.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.07.WR.10 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary to engage the interest of the reader.

EL.07.WR.11 Write multi-paragraph compositions--descriptions, explanations, comparison-and-contrast papers, problem and solution essays--that:

State the thesis or purpose.

Explain the situation.

Organize the composition clearly, following an organizational pattern appropriate to the type of composition--comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Provide evidence to support arguments and conclusions.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.WR.12 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and/or specific examples.

EL.07.WR.13 Use varied word choices to make writing interesting and more precise.

EL.07.WR.14 To achieve clarity of meaning, properly place modifiers (words or phrases that describe, limit, or qualify another word).

EL.07.WR.15 To convey a livelier effect, use the active voice rather than the passive voice.

EL.07.WR.16 Vary sentence beginnings by using infinitives (to understand, to learn) and participles (dreaming, chosen, grown).

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.17 Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.18 Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.

EL.07.WR.19 Correctly use all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structures of sentences.

EL.07.WR.20 Demonstrate appropriate English usage.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.21 Use a comma after a dependent clause that introduces a sentence.

EL.07.WR.22 Use appropriate internal punctuation, including commas, semicolons, and colons.

EL.07.WR.23 Place a question mark or exclamation point inside quotation marks when it punctuates the quotation, and outside when it punctuates the main sentence.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.24 Use correct capitalization.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.07.WR.25 Write legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.
*Suggested word length: Seventh Grade, 400-700 words.

EL.07.WR.26 Write fictional or autobiographical narratives:

Develop a standard plot line, including a beginning, conflict, rising action, climax, and resolution.

Develop a point of view.

Develop complex major and minor characters and a definite setting.

Use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Seventh Grade, 400-700 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.WR.27 Write responses to literature:

Develop interpretations exhibiting careful reading, understanding, and insight.
Organize interpretations around several clear ideas, premises, or images from the literary work.
Justify interpretations through use of sustained examples and textual evidence.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Seventh Grade, 400-700 words.

EL.07.WR.28 Write research reports:

Pose relevant questions about the topic.
Distinguish credible sources.
Convey clear and accurate perspectives on the subject.
Include evidence compiled through the formal research process, including use of the Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries, and other reference books.
Document sources.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Seventh Grade, 400-700 words.

EL.07.WR.29 Write persuasive compositions:

State a clear position or perspective in support of a proposition or proposal.
Describe the points in support of the proposition, employing well-articulated evidence.
Anticipate and address reader concerns and counter-arguments.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Seventh Grade, 400-700 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.WR.30 Write summaries for a variety of informational text:

Include the main ideas and most significant details.

Use the student's own words, except for quotations.

Reflect underlying meaning, not just the superficial details.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.07.WR.31 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

EL.07.WR.32 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.07.WR.33 Check the validity and accuracy of information obtained from research, including differentiating fact from opinion, and identifying strong versus weak arguments, recognizing that personal values influence the conclusions an author draws.

EL.07.WR.34 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

EL.07.WR.35 Give credit for both quoted and paraphrased information by using a consistent format for parenthetical citations (e.g., Works Cited Entries--MLA, Reference Entries--APA).

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Seventh Grade, 3-6 minutes.

EL.07.SL.01 Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.

EL.07.SL.02 Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

EL.07.SL.03 Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.07.SL.04 Use a variety of descriptive and accurate words appropriate to audience and purpose.

EL.07.SL.05 Use correct grammar consistently.

EL.07.SL.06 Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.

Listening: Listen critically and respond appropriately across the subject areas.

EL.07.SL.07 Ask questions to obtain information, including evidence to support the speaker's claims and conclusions.

EL.07.SL.08 Determine the speaker's attitude toward the subject.

EL.07.SL.09 Respond to persuasive presentations with questions, challenges, or affirmations.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.07.SL.10 Analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance.

EL.07.SL.11 Identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittering generalities used in oral presentations and media messages.

Eighth Grade

Eighth grade students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Eighth grade students not only write or deliver research reports but also conduct their own research. They create clear, coherent compositions that engage the reader. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.RE.01 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: Eighth Grade: 1,000,000 words annually.

EL.08.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.08.RE.03 Make connections to text, within text, and among texts across the subject areas.

EL.08.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.08.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.08.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.08.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.08.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.08.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.08.RE.10 Determine meanings of words using contextual and structural clues.

EL.08.RE.11 Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

EL.08.RE.12 Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.RE.13 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.08.RE.14 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

EL.08.RE.15 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

EL.08.RE.16 Understand and explain the use of a complex mechanical device by following technical directions.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.08.RE.17 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.08.RE.18 Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.08.RE.19 Predict probable future outcomes supported by the text.

EL.08.RE.20 Determine an author's implicit and explicit assumptions and beliefs about a subject based on evidence in the selection.

EL.08.RE.21 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.08.RE.22 Determine the author's purpose and perspective and relate them to specific details in the text.

EL.08.RE.23 Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.RE.24 Compare and contrast information on the same topic after reading several passages or articles.

EL.08.RE.25 Identify and analyze text that uses proposition (statement of argument) and support patterns (e.g., editorials).

EL.08.RE.26 Find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject.

EL.08.RE.27 Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.08.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

EL.08.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.08.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.08.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues.

EL.08.LI.05 Identify the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme.

EL.08.LI.06 Identify and analyze the development of themes in literary works based on evidence in the text.

EL.08.LI.07 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

EL.08.LI.08 Infer unstated reasons for actions based on evidence in the text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.08.LI.09 Identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work.

EL.08.LI.10 Evaluate how well literary elements contribute to the overall effectiveness of a selection.

EL.08.LI.11 Analyze and contrast the use of point of view, such as first-person, third-person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text. (Some of the skills and concepts in the preceeding standard are assessed at the classroom level and others at the state level.)

EL.08.LI.12 Analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text.

EL.08.LI.13 Analyze how dialogue is used to develop characters and mood in a selection.

EL.08.LI.14 Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved.

EL.08.LI.15 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.08.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.08.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.08.WR.03 Identify audience and purpose.

EL.08.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.08.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.08.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.08.WR.08 Revise drafts for word choice, appropriate organization, consistent point of view- and transitions between paragraphs, passages, and ideas.

EL.08.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.08.WR.10 Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.

EL.08.WR.11 Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices.

EL.08.WR.12 Establish coherence within and among paragraphs through effective transitions and parallel structures.

EL.08.WR.13 Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

EL.08.WR.14 To present a lively and effective personal style, use varied sentence types (simple, compound, complex, and compound-complex) and sentence openings.

EL.08.WR.15 To enhance clarity and to support meaning, use parallelism in sentence construction--to present items in a series and items juxtaposed for emphasis.

EL.08.WR.16 To indicate clearly the relationship between ideas, use subordination, coordination, appositives, and other devices.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.17 Use correct spelling conventions.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.18 Use consistent verb tenses.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.WR.19 Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well).

EL.08.WR.20 Demonstrate appropriate English usage.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.21 Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.22 Use correct capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.08.WR.23 Write legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Suggested word length: Eighth Grade, 500-1,000 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.WR.24 Write biographical or autobiographical narratives or short stories:

Relate a clear, coherent incident, event, or situation by using well-chosen details.

Reveal the significance of, or the writer's attitude about, the subject.

Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Eighth Grade, 500-1,000 words.

EL.08.WR.25 Write responses to literature:

Demonstrate careful reading and insight into interpretations.

Connect the student's own responses to the writer's techniques and to specific textual references.

Draw supported inferences about the effects of a literary work on its audience.

Support interpretations through references to the text, other works, other authors, or to personal knowledge.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Eighth Grade, 500-1,000 words.

EL.08.WR.26 Write research reports:

Specify a thesis.

Use a variety of primary and secondary sources, and distinguish the nature and value of each. Include important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize different perspectives on the topic, as appropriate.

Organize and display information on charts, tables, maps, and graphs.

Document sources.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Eighth Grade, 500-1,000 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.WR.27 Write persuasive compositions:

Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.

Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Eighth Grade, 500-1,000 words.

EL.08.WR.28 Write documents related to career development, including simple business letters, job applications and resumes that:

Present information purposefully and succinctly, meeting the needs of the intended audience. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

EL.08.WR.29 Write technical documents:

Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.

Include all the factors and variables that need to be considered.

Use formatting techniques, including headings, and changing the fonts to aid comprehension.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.08.WR.30 Identify topics; develop high-level questions for inquiry; develop sub-questions to guide research of sub-topics.

EL.08.WR.31 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.08.WR.32 Plan and conduct multiple-step information searches by using computer networks.

EL.08.WR.33 Analyze the validity and reliability of primary and secondary sources, and use the information appropriately.

EL.08.WR.34 Achieve an effective balance between documented researched information and original ideas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.WR.35 Use appropriate methods of citation for quoted as well as paraphrased material (e.g., Works Cited Entries--MLA, Reference Entries--APA).

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: Eighth Grade, 3-6 minutes.

EL.08.SL.01 Develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

EL.08.SL.02 Outline a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

EL.08.SL.03 Use credible and relevant information to convey message.

EL.08.SL.04 Use feedback, including both verbal and non-verbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning.

EL.08.SL.05 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

EL.08.SL.06 Use appropriate grammar.

EL.08.SL.07 Use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations.

Listening: Listen critically and respond appropriately across the subject areas.

EL.08.SL.08 Analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener.

EL.08.SL.09 Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.08.SL.10 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

EL.08.SL.11 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

EL.08.SL.12 Interpret and evaluate the various ways in which visual image-makers (e.g., graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions.

High School

Tenth Grade students deepen their study of language, informational text, and literature and hone skills in reading, writing, and speaking that help them in other subjects. Students expand their study of vocabulary by distinguishing between denotative and connotative meanings of words and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary text and informational text. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.HS.RE.01 Read at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.
*Suggested grade-level target for reading ON OWN: High School: 1,500,000 words annually.

EL.HS.RE.02 Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.HS.RE.03 Make connections to text, within text, and among texts across the subject areas.

EL.HS.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.RE.05 Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.HS.RE.06 Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.HS.RE.07 Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.HS.RE.08 Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.HS.RE.09 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.HS.RE.10 Determine meanings of words using contextual and structural clues.

EL.HS.RE.11 Identify and use the literal and figurative meanings of words and phrases.

EL.HS.RE.12 Distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words.

EL.HS.RE.13 Use general dictionaries, specialized dictionaries, glossaries, thesauruses, or related references to increase vocabulary.

EL.HS.RE.14 Understand technical vocabulary in subject area reading.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.HS.RE.15 Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents.

EL.HS.RE.16 Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions.

EL.HS.RE.17 Analyze the structure and format of job and consumer-related materials, including the graphics and headers, and explain how the features support the intended purposes.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.RE.18 Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet).

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.HS.RE.19 Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.HS.RE.20 Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.HS.RE.21 Predict probable future outcomes supported by the text.

EL.HS.RE.22 Infer an author's unstated meaning and draw conclusions about an author's stated meaning based on facts, events, images, patterns or symbols found in text.

EL.HS.RE.23 Make reasoned assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

EL.HS.RE.24 Analyze implicit relationships, such as cause-and-effect, sequence-time relationships, comparisons, classifications, and generalizations.

EL.HS.RE.25 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.HS.RE.26 Draw conclusions about the author's purpose based on evidence in the text.

EL.HS.RE.27 Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques.

EL.HS.RE.28 Evaluate if and how the author uses authoritative sources to establish credibility for arguments, proposed actions, or policies.

EL.HS.RE.29 Compare and contrast information on the same topic after reading several passages or articles.

EL.HS.RE.30 Evaluate the logic, unity, and consistency of text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.RE.31 Evaluate an author's argument or defense of a claim by evaluating the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, sports journals, editorials, political speeches, primary source material).

EL.HS.RE.32 Evaluate the logic of documents (e.g., directions for assembly of an item, applications), examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

EL.HS.RE.33 Generate relevant questions about readings on issues that can be researched.

EL.HS.RE.34 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

EL.HS.RE.35 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.HS.LI.01 Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

EL.HS.LI.02 Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.HS.LI.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.HS.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues.

EL.HS.LI.05 Analyze interactions between characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and how these interactions affect the plot.

EL.HS.LI.06 Identify themes in literary works, and provide support for interpretations from the text.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.LI.07 Infer the main idea when it is not explicitly stated, and support with evidence from the text.

EL.HS.LI.08 Identify and analyze unstated reasons for actions or beliefs based on explicitly stated information.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.HS.LI.09 Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

EL.HS.LI.10 Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.

EL.HS.LI.11 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

EL.HS.LI.12 Analyze an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

EL.HS.LI.13 Evaluate the impact of word choice and figurative language on tone, mood, and theme.

EL.HS.LI.14 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.

EL.HS.LI.15 Analyze the impact the choice of literary form has on the author's message or purpose.

EL.HS.LI.16 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

EL.HS.LI.17 Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.

EL.HS.LI.18 Compare and contrast the presentation of a similar theme or topic across literary forms to explain how the selection of form shapes the theme or topic.

EL.HS.LI.19 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.HS.WR.01 Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.WR.02 Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.HS.WR.03 Identify audience and purpose.

EL.HS.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.HS.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.HS.WR.06 Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.HS.WR.07 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.HS.WR.08 Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone--by taking into consideration the audience, purpose, and formality of the context.

EL.HS.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.HS.WR.10 Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion.

EL.HS.WR.11 Create an organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.

EL.HS.WR.12 Use precise language, action verbs, sensory details, and appropriate modifiers.

EL.HS.WR.13 Demonstrate an understanding of sentence construction--including parallel structure and subordination--to achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.14 Produce writing that shows accurate spelling.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.15 Show control of clauses, including main and subordinate, and phrases, including gerund, infinitive, and participial.

EL.HS.WR.16 Understand and use proper placement of modifiers.

EL.HS.WR.17 Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms.

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.18 Use conventions of punctuation correctly, including semicolons, colons, ellipses, hyphens and dashes.

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.19 Use correct capitalization.

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.HS.WR.20 Write legibly.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Persuasive

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Suggested word length: High School, 500-1,500 words.

EL.HS.WR.21 Write biographical or autobiographical narratives or short stories:

Relate a sequence of events, and communicate the significance of the events to the audience.

Locate scenes and incidents in specific places.

Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

Pace the presentation of actions to accommodate changes in time and mood.

Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Writing Applications: Expository Writing: Response to Literary Text (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: High School, 500-1,500 words.

EL.HS.WR.22 Write responses to literature:

Demonstrate an understanding of the significant ideas of literary works.

Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

Identify and analyze the impact of perceived ambiguities, nuances, and complexities within the text.

Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: High School, 500-1,500 words.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.WR.23 Write analytical essays and research reports:

Gather evidence in support of a thesis, including information on all relevant perspectives. Convey information and ideas from primary and secondary sources accurately and coherently. Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. Anticipate and address readers' potential misunderstandings, biases, and expectations. Use technical terms and notations accurately. Document sources.

Writing Applications: Persuasive Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: High School, 500-1,500 words.

EL.HS.WR.24 Write persuasive compositions:

Structure ideas and arguments in a sustained and logical fashion. Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Address readers' concerns, counter-claims, biases, and expectations.

Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-HS): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: High School, 500-1,500 words.

EL.HS.WR.25 Write business letters:

Provide clear and purposeful information and address the intended audience appropriately. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience. Emphasize central ideas or images. Follow a conventional style with page formats, fonts, and spacing that contributes to the document's readability and impact.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.HS.WR.26 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting:

Report information and convey ideas logically and correctly.

Offer detailed and accurate specifications.

Include scenarios, definitions, and examples to aid comprehension.

Anticipate readers' problems, mistakes, and misunderstandings.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.HS.WR.27 Use clear research questions and suitable research sources, including the library, electronic media, and personal interviews, to gather and present evidence from primary and secondary print or Internet sources.

EL.HS.WR.28 Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.HS.WR.29 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

EL.HS.WR.30 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents.

EL.HS.WR.31 Integrate quotations and citations into a written text while maintaining the flow of ideas.

EL.HS.WR.32 Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals (e.g., Works Cited Entries--MLA, Reference Entries--APA).

EL.HS.WR.33 Design and publish documents by using publishing software and graphics programs.

EL.HS.WR.34 Reflect manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material, such as citing sources within the text, using direct quotations, and paraphrasing.

Speaking and Listening

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. *Suggested speech length: High School, 3-7 minutes.

EL.HS.SL.01 Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

EL.HS.SL.02 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

EL.HS.SL.03 Choose logical patterns of organization (e.g., chronological, topical, cause-and-effect) to inform and to persuade, by seeking agreement or action, or uniting audiences behind a common belief or cause.

EL.HS.SL.04 Recognize and use elements of speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

EL.HS.SL.05 Analyze the occasion and the interests of the audience, and choose effective verbal techniques and language.

EL.HS.SL.06 Use appropriate grammar.

EL.HS.SL.07 Use props, visual aids, graphs, and/or electronic media to enhance the appeal and accuracy of rehearsed presentations (not part of scoring guide criteria).

EL.HS.SL.08 Produce concise notes for extemporaneous speaking (not part of scoring guide criteria).

EL.HS.SL.09 Analyze the occasion and the interests of the audience, and choose effective verbal and non-verbal techniques, such as volume, expression, rate, gestures, eye contact for presentations.

Listening: Listen critically and respond appropriately across the subject areas.

EL.HS.SL.10 Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.

EL.HS.SL.11 Follow complex verbal instructions that include technical vocabulary and processes.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.HS.SL.12 Evaluate the clarity, quality, and effectiveness of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

EL.HS.SL.13 Identify and analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

EL.HS.SL.14 Identify the aesthetic effects of a media presentation, and evaluate the techniques used to create them.

EL.HS.SL.15 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

EL.HS.SL.16 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.

EL.HS.SL.17 Analyze how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two*, *apples*, or *tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Early Advanced - Sentences with subject/verb/object and dependent clause

Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function	Examples of Language Forms
1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit
<http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.