



**Niobrara County School
District #1**

ENGLISH LANGUAGE ARTS

K-12 CURRICULUM MAP

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Curriculum Terms

Curriculum Term	Definition
Curriculum Coordinating Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum	what our district values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Outcome	overall outcome for a unit
Component	individual skills that lead up to achieving the outcome
Resources, Textbooks, Programs, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Component Assessment	informal assessment used to direct instruction
Common Assessment	common assessment given following the completion of an outcome by all teachers who teach the same class
Mastery	when true mastery has occurred, students can consistently and accurately apply their learning at the expected level of complexity in multiple ways
Proficiency	the ability to independently apply skills and academic outcomes related to a particular concept or subject at grade level

Curriculum at a Glance

Grade Level or Course	Purpose Statement
<u>Kindergarten ELA</u>	Students will apply foundational skills to read grade-level text, and write simple sentences to communicate ideas. Students will apply comprehension strategies to orally retell, describe, and compare/contrast elements of fiction and informational texts. Students will speak and listen to explore and clarify their ideas, feelings, and experiences.
<u>First Grade ELA</u>	Students will apply phonological skills to read and decode text. Students will interpret and comprehend reading selections using story elements and compare and contrast the characters and setting within the texts. Students will use complete sentences and various ending punctuation to compose writing that includes a topic and supporting facts.
<u>Second Grade ELA</u>	Students will identify and read and answer comprehension questions from literature and informational text to determine main idea, setting, characters, plot, and author's purpose. Students will compare and contrast two or more versions of the same story. Students will demonstrate basic grammar usage in reading and writing. Students will identify and apply phonics skills in reading and writing opinion, informational, and narrative pieces.
<u>Third Grade ELA</u>	Students will analyze informational and literal text to determine main idea and supporting details, compare and contrast important details, identify cause and effect, identify a character's traits and motivations that impact the text. Students will apply grammar skills to produce complex sentences in informational and opinion pieces that provide an introduction, opinion or reasons, and a concluding statement in an organizational structure.
<u>Fourth Grade ELA</u>	Students will determine the meaning of informational text by predicting, summarizing, and identifying main ideas and supporting details. Students will compose a variety of writings for a specific purpose demonstrating paragraph structure and integrating grammar usage.
<u>Fifth Grade ELA</u>	Students will compare and contrast literature and informational text. Students will explain and demonstrate conventions of standard English grammar and usage when writing and speaking. Students will demonstrate and use multimedia to support a main idea or theme. Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<u>Sixth Grade ELA</u>	Students will produce written informative and explanatory text. Students will analyze text to determine inferences, fact and opinion, and author's purpose. Students will demonstrate and apply the rules of figurative language.
<u>Seventh Grade ELA</u>	Students will create clear, cohesive writing through analysis of text, development of clauses and phrases to produce proper comma usage, and organization of ideas and evidence in logical sequence.
<u>Eighth Grade ELA</u>	Students will create cohesive arguments through the analysis of bias, development of sentences using verbs, verb mood, and verb voice for tone effect, and distinguish between credible and non-credible sources.

<p><u>Ninth Grade ELA</u></p>	<p>Students will distinguish dependent from independent clauses and incorporate commas to set off short introductory clauses and to separate non-essential phrases and parentheticals from mainstream text. From context, students will use etymology to determine multiple meanings of words and phrases. Students will write developed essays complete with a limited thesis, support to include text-based evidence, and transitions. Students will use persuasive writing and public speaking techniques alongside support to make a claim and a call to action.</p>
<p><u>Tenth Grade ELA</u></p>	<p>Students will write topical paragraphs and essays adapting organizational structure to suit the writing genre. Students will analyze world literature, national literature, and domestic literature in terms of structure, propaganda and allegory. Students will identify implied and explicit biases from propagandistic devices found in media and literature. Students will use MLA guidelines to cite sources.</p>
<p><u>Eleventh Grade ELA</u></p>	<p>Students will conduct research and produce informative essays with valid reasoning using MLA citations. Students will analyze rhetoric and language used in U.S. seminal texts to determine purpose, persuasiveness, beauty, and effectiveness of rhetoric and structure. Students will create narratives using real and imagined experiences.</p>
<p><u>Twelfth Grade ELA</u></p>	<p>Students will conduct research and write critical analysis and synthesis research-based essays in addition to technical writing to include explaining processes. Literature will include multicultural experiences and provide to students a guide towards tolerance and acceptance residing within the boundaries of historically accurate allusions found in different text types.</p>

Reading the Curriculum Document

ELA.K.1	Outcome: Students will apply knowledge of spoken words, syllables, and sounds by orally pronouncing letter sounds in isolation as well as the initial sound of words to demonstrate phonological awareness.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.1.1	Count syllables in spoken words	RF.K.2b
ELA.K.1.2	Produce syllables in spoken words	RF.K.2b
ELA.K.1.3	Isolate the initial sound of words	RF.K.2d
ELA.K.1.4	Pronounce the initial sound of words	RF.K.2d

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

[LINK TO PRESENTATION](#)

Kindergarten ELA

Purpose Statement: Students will apply foundational skills to read grade-level text, and write simple sentences to communicate ideas. Students will apply comprehension strategies to orally retell, describe, and compare/contrast elements of fiction and informational texts. Students will speak and listen to explore and clarify their ideas, feelings, and experiences.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.K.1	Outcome: Students will apply knowledge of spoken words, syllables, phonemes and rhyming words to demonstrate phonological awareness.	Standard Reference
<i>Components: Students will...</i>		
ELA.K.1.1	identify and produce syllables in spoken words.	RF.K.2b
ELA.K.1.2	identify and produce rhyming words.	RF.K.2a
ELA.K.1.3	blend and segment onsets and rimes.	RF.K.2c
ELA.K.1.4	isolate and pronounce the initial sound of words.	RF.K.2d
ELA.K.1.5	add or substitute individual sounds in one-syllable words to make new words.	RF.K.2e

ELA.K.2	Outcome: Students will identify and demonstrate basic concepts of print.	Standard Reference
<i>Components: Students will...</i>		
ELA.K.2.1	follow print from left to right, top to bottom, and page by page.	R.F.K.1a
ELA.K.2.2	correlate spoken words to written language by identifying the specific sequence of letters, and show that words are separated by a space.	R.F.K.1b-c
ELA.K.2.3	Identify parts of a book: front cover, back cover, and title page	R.1.K.5
ELA.K.2.4	identify and write their first name.	

ELA.K.3	Outcome: Students will apply grade level phonological awareness, phonics and word analysis skills to decode and produce words.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.3.1	identify and name upper- and lower- case letters.	RF.K.1d
ELA.K.3.2	produce letter sounds for each consonant and vowel.	RF.K.3a-b
ELA.K.3.3	write a letter or letters for most consonant and short-vowel sounds.	L.K.2c L.K.1a
ELA.K.3.4	distinguish between similarly spelled words and identify the sounds of the letters that are different.	RF.K.3d
ELA.K.3.5	use frequently occurring nouns and verbs.	L.K.1b

ELA.K.4	Outcome: Students will analyze literary text describing the story elements and structure.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.4.1	use question words to ask and answer questions about the key details and unknown words in text.	L.K.1.d R.L.K.1 R.L.K.4 SL.K.2
ELA.K.4.2	retell familiar stories, including characters, setting, and major events of the story with prompting and support.	R.L.K.2 R.L.K.3
ELA.K.4.3	converse with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	S.L.K.1
ELA.K.4.4	name the author and illustrator, and investigate the role and intent of each in text with prompting and support.	R.L.K.6 R.L.K.7
ELA.K.4.5	compare and contrast the adventures and experiences of characters in familiar stories with prompting and support.	R.L.K.9
ELA.K.4.6	apply background knowledge to actively engage in group reading activities with purpose and understanding.	RL.K.10

ELA.K.5	Outcome: Students will create a narrative piece using a combination of drawing, dictating, and writing.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.5.1	synthesize drawing, dictating, and writing to create a narrative about a single event or several loosely linked events in the order in which they occurred.	W.K.3
ELA.K.5.2	produce uppercase and lowercase letters.	L.K.1a
ELA.K.5.3	recall information from experiences or gather information from provided sources to answer a question with guidance and support.	W.K.8
ELA.K.5.4	manipulate sound-letter relationships to spell words phonetically.	L.K.2d
ELA.K.5.5	demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g. nouns, verbs, plurals nouns, prepositions, inflections and affixes).	L.K.1b-c,e

ELA.K.6	Outcome: Students will apply grade level foundational skills to decode grade level texts with purpose and understanding.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.6.1	isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in words.	RF.K.2d
ELA.K.6.2	produce letter sounds for each of the consonants and long and short vowels.	RF.K.3a-b
ELA.K.6.3	read common high-frequency words by sight.	RF.K.3c
ELA.K.6.4	use the most frequently occurring inflections and affixes (e.g. <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	L.K.4b
ELA.K.6.5	differentiate between common types of texts.	RL.K.5
ELA.K.6.6	read emergent-reader texts with purpose and understanding.	RF.K.4
ELA.K.6.7	identify new meanings for familiar words and apply them accurately.	L.K.4.a
ELA.K.6.8	demonstrate emerging understanding of word relationships by identifying basic opposites.	L.K.5.b
ELA.K.6.9	distinguish between familiar verbs with similar meaning (e.g., walk, march, strut, prance).	L.K.5.d

ELA.K.7	Outcome: Students will analyze informational text by identifying the main topic, retelling key details, and compare and contrast texts on the same topic.	Standard Reference
Components: <i>Students will...</i>		
ELA.K.7.1	with prompting and support, ask and answer questions about key details in the text and unknown words.	R.I.K.1 RI.K.4
ELA.K.7.2	with prompting and support, identify the main topic and retell key details of a text.	RI.K.2
ELA.K.7.3	name the author and illustrator of a text, and, with prompting and support, analyze the relationship between illustrations and the text in which they appear.	RI.K.6 RI.K.7
ELA.K.7.4	with prompting and support, compare and contrast texts about the same topic.	R.I.K.9
ELA.K.7.5	categorize common objects to gain a sense of the concepts the categories represent.	L.K.5a
ELA.K.7.6	with prompting and support describe the connection between individuals, events, ideas, or information.	RI.K.3
ELA.K.7.7	with prompting and support, identify the reasons an author gives to support points in text.	RI.K.8

ELA.K.8	Outcome: Students will create an opinion piece using a combination of drawing, dictating, and writing.	Standard Reference
Components: <i>Students will:</i>		
ELA.K.8.1	synthesize drawings, dictating, and writing to compose an opinion piece in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.	W.K.1
ELA.K.8.2	speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6
ELA.K.8.3	use spaces between words, capital letter at the beginning of a sentence, and punctuation at the end.	L.K.2a-b
ELA.K.8.4	produce and expand complete sentences in shared language activities.	L.K.If
ELA.K.8.5	explore a variety of digital tools to produce and publish writing with guidance and support.	W.K.6

ELA.K.9	Outcome: Students will engage in collaborative conversations about the topics and texts under discussion.	Standard Reference
Components: <i>Students will:</i>		
ELA.K.9.1	engage in two-way conversations with peers, following agreed upon rules for discussions (listen to others, take turns speaking about the topic).	SL.K.1a-b
ELA.K.9.2	construct and answer questions in order to seek help, get information or clarify something that is not understood.	SL.K.3
ELA.K.9.3	describe familiar people, places, things, and events with detail with prompting and support.	SL.K.4
ELA.K.9.4	identify real-life connections between words and their use.	L.K.5c
ELA.K.9.5	add drawings or other visual displays to provide additional detail.	SL.K.5
ELA.K.9.6	use words acquired through conversations or during reading activities.	L.K.6

ELA.K.10	Outcome: Students will write an informative/explanatory piece using a combination of drawing, dictating, and writing.	Standard Reference
Components: <i>Students will:</i>		
ELA.K.10.1	use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.K.2
ELA.K.10.2	recall information from experiences or gather information from provided sources to answer a question with guidance and support.	W.K.8
ELA.K.10.3	engage in group research, discussions, and writing.	W.K.7 SL.K.1
ELA.K.10.4	produce and expand complete sentences in shared language activities.	L.K.1.f
ELA.K.10.5	respond to questions and suggestions to strengthen writing as needed, while adding details to illustrations with guidance and support.	W.K.5

First Grade ELA

Purpose Statement: Students will apply phonological skills to read and decode text. Students will interpret and comprehend reading selections using story elements and compare and contrast the characters and setting within the texts. Students will use complete sentences and various ending punctuation to compose writing that includes a topic and supporting facts.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.1.1	Outcome: Students will demonstrate phonological awareness by identifying the number of syllables in a word, manipulating sounds to make new words and blending sounds in single syllable, short vowel words.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.1.1	add, delete, and change phonemes to make new words.	RF.1.2c-d
ELA.1.1.2	orally produce and identify rhyming words.	
ELA.1.1.3	use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed or spoken word.	RF.1.3d
ELA.1.1.4	produce short vowel sounds in single-syllable words.	RF.1.2a
ELA.1.1.5	orally produce single-syllable words by blending sounds.	RF.1.2b
ELA.1.1.6	decode regularly spelled one-syllable words.	RF.1.3b
ELA.1.1.7	isolate and pronounce initial, medial vowel, and final sounds (phonemes) in one syllable words.	RF.1.2c
ELA.1.1.8	analyze spoken single-syllable words and produce a complete sequence of individual sounds (phonemes).	RF.1.2d

ELA.1.2	Outcome: Students will converse with others about various topics and texts while contributing ideas, opinions, and experiences.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.2.1	follow agreed-upon rules for discussions (e.g. listening to others, speaking one at a time about the topics and texts under discussion).	SL.1.1a
ELA.1.2.2	contribute ideas by responding to the comments of others (large and small groups) through multiple exchanges.	SL.1.1b
ELA.1.2.3	clarify understanding about the topics and texts under discussion by asking questions.	SL.1.1c
ELA.1.2.4	ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.1.3

ELA.1.3	Outcome: Students will ask and answer questions and retell key details of literature.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.3.1	ask and answer questions about key details in a text or information presented orally or through other media.	SL.1.2
ELA.1.3.2	ask and answer questions about key details in a text.	RL.1.1 RI.1.1
ELA.1.3.3	retell the text using key details.	RL.1.2

ELA.1.4	Outcome: Students will create a narrative piece retelling two or more sequenced events, using correct conventions, grammar and spelling, and include detailed illustrations to support their writing.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.4.1	create narratives in which they retell two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order, and a closing sentence.	W.1.3
ELA.1.4.2	use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk; Tomorrow I will walk home).	L.1.1e

ELA.1.4.3	identify the features of a sentence including first word capitalization and punctuation.	RF.1.1a
ELA.1.4.4	identify and produce all upper and lowercase letters in print.	L.1.1a
ELA.1.4.5	use end punctuation for sentences.	L1.2b
ELA.1.4.6	spell untaught words phonetically, drawing on phonemic awareness and spelling conventions..	L1.2e
ELA.1.4.7	create detailed drawings (appropriate colors, more than one color and more than one item) to clarify ideas, thoughts and feelings.	SL.1.5
ELA.1.4.8	focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults.	W.1.5

ELA.1.5	Outcome: Students will use the illustrations and text to describe characters, setting, events, and key ideas in literary text.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.5.1	describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4
ELA.1.5.2	produce complete sentences.	SL.1.6
ELA.1.5.3	use conjunctions (e.g. and, but, or, so, because) in speaking and writing.	L.1.1g
ELA.1.5.4	describe characters, setting and major events in literature, using key details.	RL.1.3
ELA.1.5.5	use the illustrations and details in literature to describe its characters, setting, and events.	RL.1.7 RI.1.7
ELA.1.5.6	sort words into categories to gain a sense of the concepts the categories represent.	L.1.5a
ELA.1.5.7	define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).	L.1.5b

ELA.1.6	Outcome: Students will identify elements of literature, text features of informational texts, and compare and contrast components of each type of text. Students will ask and answer questions to determine the topic of an informational text.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.6.1	use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.5
ELA.1.6.2	identify different elements of literature.	
ELA.1.6.3	explain major differences between books that tell stories and books that give information for a variety of text types (Author's Purpose).	RL.1.5
ELA.1.6.4	distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6
ELA.1.6.5	describe the connection between two individuals, events, ideas or pieces of information in a text.	RI.1.3
ELA.1.6.6	ask and answer questions about key details in a text.	RL.1.1 RI.1.1
ELA.1.6.7	identify the main topic and retell key details of informational text.	RI.1.2
ELA 1.6.8	recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults	W.1.8

ELA.1.7	Outcome: Students will apply decoding skills to read grade appropriate words and text.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.7.1	orally produce single-syllable words that include one to two consonant blends.	RF.1.2b
ELA.1.7.2	read words with inflectional endings (e.g., -ed, -ing, -s, es).	RF.1.3f
ELA.1.7.3	use context to confirm or self-correct word recognition to comprehend, rereading as necessary.	RF.1.4c
ELA.1.7.4	identify and read grade-appropriate irregularly spelled words.	RF.1.3g

ELA.1.8	Outcome: Students will plan and create informative/explanatory pieces using conventions and grammar.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.8.1	plan and create informative/explanatory pieces which name a topic, supply three facts about the topic and a closing sentence.	W.1.2
ELA.1.8.2	use common, proper, and possessive nouns in speaking and writing.	L.1.1b
ELA.1.8.3	use singular and plural nouns with matching verbs in basic sentences (He hops; We hop).	L.1.1c
ELA.1.8.4	spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2e
ELA.1.8.5	capitalize dates and names of people.	L.1.2a
ELA.1.8.6	participate in shared research and writing projects (e.g. explore “how to” books on a given topic and use them to write a sequence of instructions).	W.1.8

ELA.1.9	Outcome: Students will apply decoding skills to read grade appropriate words and text.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.9.1	use the spelling-sound correspondences for common consonant digraphs including but not limited to - ch, th, ph, sh, wh.	RF.1.3a
ELA.1.9.2	use context to confirm or self-correct word recognition to comprehend, rereading as necessary.	RF.1.4c
ELA.1.9.3	identify and read grade-appropriate irregularly spelled words.	RF.1.3g

ELA.1.10	Outcome: Students will identify who is telling the story and analyze the characters to compare and contrast their experiences in a given text.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.10.1	identify who is telling the story at various points in a text.	RL.1.6
ELA.1.10.2	compare and contrast the adventures and experiences of characters in stories.	RL.1.9

ELA.1.10.3	identify basic similarities and differences between two texts (literature or informational) on the same topic.	RI.1.9
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ELA.1.11	Outcome: Students will plan and create opinion pieces with guidance and support using appropriate sentence structure, conventions and grammar.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.11.1	plan and write opinion pieces in which they introduce a topic, state an opinion, supply facts, and provide closure.	W.1.1
ELA.1.11.2	use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).	L.1.1d
ELA.1.11.3	use commas in dates and to separate single words in a series.	L.1.2c
ELA.1.11.4	use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.	L.1.2d
ELA.1.11.5	identify the reasons an author gives to support the points in a text.	RI.1.8

ELA.1.12	Outcome: Students will acquire knowledge of unknown words and their meaning through the use of context clues, application of background knowledge and by evaluating the affixes surrounding a root word.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.12.1	use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4a
ELA.1.12.2	use frequently occurring affixes as a clue to the meaning of a word (e.g., un-, dis-, re-, pre-, -able, -ed, -ful, -less).	L.1.4b
ELA.1.12.3	identify real-life connections between words and their use (e.g., note places at home that are cozy).	L.1.5c
ELA.1.12.4	identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4
ELA.1.12.5	ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4
ELA.1.12.6	identify frequently occurring root words and their inflectional forms.	L.1.4c

ELA.1.12.7	distinguish the meaning of verbs differing in manner (e.g. look, peek, glance, etc.) and adjectives differing in intensity (e.g. large and gigantic) by definition or choosing them or by acting out the meanings.	L.1.5d
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ELA.1.13	Outcome: Students will apply decoding skills to read and pronounce long vowel, multisyllabic words. Students will read with sufficient accuracy and fluency to support comprehension.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.13.1	use final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3c
ELA.1.13.2	decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3e
ELA.1.13.3	read aloud grade-level text with purpose and understanding.	RF.1.4a
ELA.1.13.4	read aloud grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.1.4b
ELA.1.13.5	read aloud grade-appropriate irregularly spelled words.	RF.1.3g

ELA.1.14	Outcome: Students will read and analyze literature and informational texts to determine the main idea and supporting details.	Standard Reference
Components: <i>Students will...</i>		
ELA.1.14.1	identify the reasons an author gives to support points and identify the central message in a text.	RL.1.2 RI.1.8
ELA.1.14.2	read aloud informational texts appropriately complex for grade-level, with prompting and support.	RI.1.10
ELA.1.14.3	read prose and poetry of appropriate complexity for grade-level.	RL.1.10
ELA.1.14.4	use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).	L.1.6

ELA.1.15	Outcome: Students will plan and create a detailed, informational piece that includes a topic sentence, three to five facts and a closing sentence. Students will use both simple and complex sentences with correct use of conventions and grammar.	Standard Reference
	Components: <i>Students will...</i>	
ELA.1.15.1	plan and create informative/explanatory pieces which name a topic, supply three facts about the topic and a closing sentence.	W.1.2
ELA.1.15.2	use conventional spelling for words for common spelling patterns and for frequently occurring irregular words.	L.1.2d
ELA.1.15.3	produce and expand a variety of simple and compound sentences (declarative, interrogative, imperative, and exclamatory) in response to prompts.	L.1.1j
ELA.1.15.4	use determiners (e.g., articles such as a, an, the and demonstratives such as this, these, those, that) in speaking and writing.	L.1.1h
ELA.1.15.5	use frequently occurring prepositions (e.g., during, beyond, toward) in speaking and writing.	L.1.1i
ELA.1.15.6	use adjectives to add details in speaking and writing.	L.1.1f
ELA. 1.15.7	use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults.	W.1.6

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Second Grade ELA

Purpose Statement: Students will identify and read and answer comprehension questions from literature and informational text to determine main idea, setting, characters, plot, and author's purpose. Students will compare and contrast two or more versions of the same story. Students will demonstrate basic grammar usage in reading and writing. Students will identify and apply phonics skills in reading and writing opinion, informational, and narrative pieces.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.2.1	Outcome: Students will apply phonics and word analysis skills in decoding and spelling words. Students will use context clues to determine the meaning of unknown and multiple-meaning words.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.1.1	distinguish long and short vowels when reading and spelling regularly spelled one-syllable words.	RF.2.3a
ELA.2.1.2	determine the meaning of the new word formed when a known prefix is added to the word.	L.2.4b
ELA.2.1.3	use known root words as a clue to determine the meaning of an unknown word.	L.2.4c
ELA.2.1.4	use knowledge of the meaning of individual words to predict the meaning of compound words.	L.2.4d

ELA.2.2	Outcome: Students will use context clues and academic vocabulary to read grade-level text.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.2.1	read a grade-level text with purpose and understanding.	RF.2.4a
ELA.2.2.2	read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4b
ELA.2.2.3	use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4c

ELA.2.3	Outcome: Students will comprehend literature/informational text, ask and answer questions about a text (orally and in writing) and describe how characters respond to major events.	Standard Reference
	Components: <i>Students will...</i>	
ELA.2.3.1	ask and answer questions (who, what, where, when, why and how) to demonstrate understanding of key details in a text.	RL.2.1 RI.2.1
ELA.2.3.2	recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.	SL.2.2
ELA.2.3.3	describe how characters in a story respond to major events and challenges.	RL.2.3

ELA.2.4	Outcome: Students will demonstrate the use of collective nouns, reflexive pronouns, irregular plural nouns, and past tense irregular verbs in both speaking and writing.	Standard Reference
	Components: <i>Students will...</i>	
ELA.2.4.1	use collective nouns (e.g. group).	L.2.1a
ELA.2.4.2	form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L.2.1b
ELA.2.4.3	use reflexive pronouns (e.g., myself, ourselves).	L.2.1c
ELA.2.4.4	form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.2.1d

ELA.2.5	Outcome: Students will plan and create real narratives, using language, grammar, and conventions and display or share their work.	Standard Reference
	Components: <i>Students will...</i>	
ELA.2.5.1	plan and create real narratives introducing the topic, sequencing beginning, middle and end, using temporal words and include details to describe actions, thoughts, and feelings, and provide a concluding statement.	W.2.3 SL.2.5 RL.2.5
ELA.2.5.2	use academic vocabulary (i.e. real narrative, beginning, middle, end, temporal words, introduction, conclusion, details) to plan and compose real narratives.	W.2.3 SL.2.6

ELA.2.5.3	strengthen writing by utilizing appropriate grammar (i.e. adjectives, adverbs, verbs, apostrophes to form contractions and possessives, past tense irregular verbs, and abbreviations).	L.2.1d L.2.1e
ELA.2.5.4	demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2

ELA.2.6	Outcome: Students will apply grade-level phonics and word analysis skills in decoding words.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.6.1	decode words with common prefixes (i.e. re-, un-, dis-, pre-).	RF.2.3d
ELA.2.6.2	decode words with common suffixes (i.e. -ful, -less, -ed, -ing).	RF.2.3d
ELA.2.6.3	correctly spell high-frequency words.	RF.2.3f

ELA.2.7	Outcome: Students will comprehend literature/informational text, referring to the text to compare and contrast stories, recount stories and determine the central message, lesson or moral the author is portraying.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.7.1	recount stories verbally and in writing (i.e. fables and folktales from diverse cultures) to determine the central message, lesson or moral.	RL.2.2
ELA.2.7.2	compare and contrast verbally and in writing two or more stories (using a graphic organizer).	RL.2.9
ELA.2.7.3	determine or clarify the meaning of words and phrases in a text verbally and in writing.	L.2.4a RI.2.4
ELA.2.7.4	describe key details or ideas to deepen understanding of a topic.	SL.2.2 SL.2.3
ELA.2.7.5	describe how reasons support specific points the author makes in a text.	RI.2.8

ELA.2.8	Outcome: Students will plan and create informative/explanatory pieces, using language, grammar, and conventions and display or share their work.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.8.1	create informative text/explanatory pieces in which they introduce a topic, use facts to develop points and provide a concluding statement.	W.2.2 W.2.5 W.2.6
ELA.2.8.2	recall or gather information from provided sources to write an informational piece.	W.2.8 W.2.7
ELA.2.8.3	use academic vocabulary (introduction, conclusion, details) to plan and compose informative/explanatory pieces.	L.2.3
ELA.2.8.4	strengthen writing by utilizing appropriate grammar (i.e. adjectives, adverbs, verbs, apostrophes to form contractions and possessives, past tense irregular verbs, and abbreviations).	L.2.1d-e L.2.6
ELA.2.8.5	demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2

ELA.2.9	Outcome: Students will apply phonics and word analysis skills in decoding and spelling words.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.9.1	decode and spell regularly spelled two-syllable words with long vowels.	RF.2.3c
ELA.2.9.2	read aloud and spell high-frequency words.	RF.2.3f
ELA.2.9.3	know spelling sound correspondences for additional common vowel teams.	RF.2.3b

ELA.2.10	Outcome: Students will comprehend literature/informational text. Students will refer to text to ask and answer questions verbally and in writing. Students will use text features to locate information, make connections, and compare and contrast important points.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.10.1	use text features (i.e. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.5
ELA.2.10.2	produce complete sentences when asking and answering questions, both verbally and in writing, when referring to a text.	L.2.1a-c RI.2.1 SL.2.6
ELA.2.10.3	explain, both verbally and in writing, how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7
ELA.2.10.4	use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	L.2.1a-f L.2.3
ELA.2.10.5	identify differences and point of views in a text.	RL.2.6

ELA.2.11	Outcome: Students will plan and create narrative/informative/explanatory pieces, using language, grammar, and conventions and display or share their work.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.11.1	create narrative/informative text/explanatory pieces in which they introduce a topic, support the topic using at least two facts which begin with a transition word. Students will provide a concluding statement.	W.2.2 SL.2.4
ELA.2.11.2	recall or gather information from provided sources to write an informational piece.	W.2.8
ELA.2.11.3	use academic vocabulary (i.e. real narrative, beginning, middle, end, temporal words, introduction, conclusion, details) to plan and compose real narratives.	L.2.3
ELA.2.11.4	utilize appropriate grammar (i.e. adjectives, adverbs, verbs, apostrophes to form contractions and possessives, past tense irregular verbs, and abbreviations).	L.2.1d-e

ELA.2.11.5	demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2
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ELA.2.12	Outcome: Students will apply phonics and word analysis skills in decoding and spelling words.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.12.1	apply spelling-sound correspondences for common vowel teams (i.e. oa, oe, ow, ou, ee, ea).	RF.2.3b
ELA.2.12.2	read aloud and spell words with inconsistent but common spelling-sound correspondences (i.e. ou, au, oo, oi, ow).	RF.2.3e
ELA.2.12.3	read aloud and spell high-frequency words.	RF.2.3f

ELA.2.13	Outcome: Students will comprehend informational text referring to text to identify the main topic and author's purpose. Students will determine the meaning of unknown words, and explain how images clarify a text.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.13.1	identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text, both verbally and in writing.	RI.2.2
ELA.2.13.2	identify the main purpose of a text, verbally and in writing, including what the author wants to answer, explain, or describe.	RI.2.6
ELA.2.13.3	engage in collaborative discussions to explain the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3 SL.2.1a-c
ELA.2.13.4	compare and contrast, verbally and in writing, the most important points presented by two texts on the same topic.	RI.2.9

ELA.2.14	Outcome: Students will plan and create opinion pieces, using language, grammar, and conventions.	Standard Reference
Components: <i>Students will...</i>		
ELA.2.14.1	plan and create opinion pieces in which students introduce the topic/opinion, supply at least three reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement.	W.2.1
ELA.2.14.2	spell high-frequency words.	RF.2.3f
ELA.2.14.3	strengthen writing by utilizing appropriate grammar (i.e. collective nouns, irregular plural nouns, reflexive pronouns, simple and compound sentences).	2.L.1a-f
ELA.2.14.4	use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	L.2.1 L.2.3

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Third Grade ELA

Purpose Statement: Students will analyze informational and literal text to determine main idea and supporting details, compare and contrast important details, identify cause and effect, identify a character's traits and motivations that impact the text. Students will apply grammar skills to produce complex sentences in informational and opinion pieces that provide an introduction, opinion or reasons, and a concluding statement in an organizational structure.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.3.1	Outcome: Students will ask and answer questions to show their understanding of a text by referring explicitly to the text as the foundation for the answers. Students will fluently read and retell stories that include character, setting, and problem using grade level texts.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.1.1	retell stories that include fables, folktales, and myths from various cultures to determine the central message, lesson, or moral and explain how it is conveyed through citing text evidence.	RL.3.2
ELA.3.1.2	describe characters in a story by identifying their traits, motivations, or feelings.	RL.3.3
ELA.3.1.3	determine word meanings and phrases by identifying context clues that provide meaning.	L.3.4
ELA.3.1.4	determine the meaning of literal and nonliteral language.	L.3.4
ELA.3.1.5	engage in a range of collaborative discussions about a variety of texts to determine clarity on topics and questions of text.	SL.3.1a-d
ELA.3.1.6	identify and compare and contrast themes, settings, and plots in literature.	RL.3.9
ELA.3.1.7	determine the purpose of grade-level text by reading accurately and fluently.	RF.3.4a
ELA.3.1.8	read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words.	RF.3.3b-c

ELA.3.2	Outcome: Students will use components of the writing process to plan and create a variety of one paragraph written pieces, including a published piece. Students will plan and create an opinion writing piece.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.2.1	develop a topic through brainstorming either in collaboration with peers or independently.	W.3.5 SL.3.1a-d
ELA.3.2.2	develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	W.3.1c W.3.2a-d W.3.3c W.3.5
ELA.3.2.3	produce writing pieces that include simple, compound, and complex sentences.	L.3.1i W.3.5
ELA.3.2.4	use correct spelling conventions including but not limited to, capitalization, punctuation, quotation marks in dialogue, possession, tenses, and plural/singular.	L.3.2a-d
ELA.3.2.5	create a published piece of writing.	W.3.6
ELA.3.2.6	use spelling including but not limited to, spelling high-frequency words (see appendix for Fry list), adding suffixes to root words, and spelling patterns. Use a dictionary to correct spelling.	L.3.2e-g W.3.5
ELA.3.2.7	engage in a range of collaborative discussions to determine clarity on writing topics.	SL.3.1a-d

ELA.3.3	Outcome: Students will identify the genre of a text and the author's intent of the genre. Students will determine the narrator/author's point of view. Students will describe characters in the story and how their actions, traits, motivations, or feelings contribute to the sequence of events. Students will refer explicitly to the text as a basis for their answers.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.3.1	describe characters in the story and how their actions, traits, motivations, or feelings contribute to the sequence of events.	RL.3.3
ELA.3.3.2	identify the genre of a text.	RL.3.10
ELA.3.3.3	identify the narrator/author's point of view and determine differences among first, second, and third person point of view (i.e. Who is speaking?).	RL.3.6 RI.3.6

ELA.3.3.4	determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.	RL.3.4 L.3.5a
ELA.3.3.5	engage in a range of collaborative discussions to determine clarity on topics and questions of text.	SL.3.1a-d
ELA.3.3.6	distinguish one's own point of view from that of the narrator/author (i.e. express their own thoughts about the text they have read and whether they agree with the author).	RL.3.6 RI.3.6
ELA.3.3.7	identify and compare and contrast theme, setting, and plot in literature.	RL.3.9

ELA.3.4	Outcome: Students will refer to parts of stories, dramas, and poems and describe how each part of the literature builds on an earlier part or section (using terms such as chapter, scene, and stanza). Students will also explain how illustrations contribute to the text. Students will refer explicitly to the text as a basis for their answers.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.4.1	identify successive parts of literature and explain how they build on earlier sections by referring to a stanza, scene, or chapter.	RL.3.5
ELA.3.4.2	explain how illustrations support the text.	RL.3.7
ELA.3.4.3	reread and locate evidence from the text to support their answers.	RI.3.1 RL.3.1
ELA.3.4.4	identify figurative language and determine the meaning of words and phrases used in literature (including, but not limited to, alliterations, similes, metaphors, and onomatopoeias; and identify homophones).	RL.3.4 L.3.5a
ELA.3.4.5	engage in a range of collaborative discussions to determine clarity on topics and questions about literature.	SL.3.1a-d
ELA.3.4.6	read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words, words with common prefixes and suffixes.	RF.3.3a-d
ELA.3.4.7	identify and compare and contrast theme, setting, and plot in literature.	RL.3.9

ELA.3.5	Outcome: Students will identify plot, setting and recount literature in sequence, including but not limited to fables, folktales, and myths. Students will determine the central message, lesson, theme, or moral and will justify the central message of literature by using evidence from the text.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.5.1	organize the sequential order of literature, including character development that students have read or was read to them orally, or in writing.	RL.3.2 RL.3.3 SL.3.2
ELA.3.5.2	justify the central message using key details from literature.	RL.3.2
ELA.3.5.3	reread and refer to evidence from the text to support their answers.	RI.3.1 RL.3.1
ELA.3.5.4	determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4 L.3.5c
ELA.3.5.5	identify and compare and contrast theme, setting, and plot in literature.	RL.3.9

ELA.3.6	Outcome: Students will plan and create an informative writing or narrative piece on a specific topic and verbally report on the topic.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.6.1	develop a topic through brainstorming either in collaboration with peers or independently.	W.3.5 SL.3.1a-d
ELA.3.6.2	develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	W.3.1c W.3.2a-d W.3.3c W.3.5
ELA.3.6.3	create writing pieces that include simple, compound, and complex sentences.	L.3.3a L.3.1b-i W.3.5
ELA.3.6.4	use correct spelling and conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.	L.3.2a-d W.3.5
ELA.3.6.5	revise and edit writing pieces to ensure the writing process is complete, with guidance and support.	W.3.5
ELA.3.6.6	create a published piece of informative writing.	W.3.6

ELA.3.6.7	create a published piece of narrative writing.	W.3.6
ELA.3.6.7	engage in a range of collaborative discussions to determine clarity on writing topics.	SL.3.1a-d

ELA.3.7	Outcome: Students will determine the main idea of a text and recount the details to explain how they support the main idea. Students will compare key details in two related texts. Students will refer explicitly to the text as a basis for their answers. Students will read fluently, using academic and domain specific vocabulary to make meaning of the text.	Standard Reference
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Components: <i>Students will...</i>		
ELA.3.7.1	determine the main idea of a text and recount the details to explain how they support the main idea.	RI.3.2 SL.3.2
ELA.3.7.2	ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 RL.3.1
ELA.3.7.3	determine the meaning of words and phrases as they are used in a text.	RL.3.4 RI.3.4
ELA.3.7.4	read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words.	RF.3.3c RF.3.3d
ELA.3.7.5	compare and contrast the most important key points and details presented in two texts on the same topic.	RI.3.9

ELA.3.8	Outcome: Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to sequencing, cause and effect, and compare and contrast. Students will refer explicitly to the text as a basis for their answers.	Standard Reference
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Components: <i>Students will...</i>		
ELA.3.8.1	identify the text structure of sequence by describing the relationship between steps in a procedure.	RI.3.3
ELA.3.8.2	identify the text structure of cause and effect by describing the relationship between scientific concepts.	RI.3.3
ELA.3.8.3	identify the text structure of compare and contrast by describing the relationship between different historical events.	RI.3.3

ELA.3.9	Outcome: Students will identify and use information gained from two texts and their text features to demonstrate understanding through a compare and contrast report.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.9.1	identify and explain text features and their role in understanding a text including diagrams, captions, illustrations, graphs, timelines, maps, table of contents, index, glossary, headings, subheadings, and search tools.	RI.3.5 RI.3.7 RI.3.10
ELA.3.9.2	use text features and search tools (e.g., key words, sidebars, hyper links) to locate information relevant to a topic.	RI.3.5

ELA.3.10	Outcome: Students will conduct short research that builds knowledge about two similar topics. Students will include text features and illustrations, use note-taking skills as well as cite resources that support their writing. Upon completion of researching these two topics, a 1-3 paragraph comparison will be written.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.10.1	use note-taking skills to gather information on a specific topic.	RI.3.5 RI.3.9 W.3.8
ELA.3.10.1	develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	W.3.1c W.3.2a-d W.3.5
ELA.3.10.2	research and cite sources used to gather information through online sources, text features, illustrations books, and other research materials.	W.3.7 W.3.8 W.3.10
ELA.3.10.3	produce simple, compound, and complex sentences to create writing pieces.	L.3.3a W.3.5 L.3.1b-i
ELA.3.10.4	use correct spelling conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.	L.3.2a-d W.3.5
ELA.3.10.5	revise and edit writing pieces to ensure the writing process is complete, with guidance and support.	W.3.5
ELA.3.10.6	create a product to demonstrate knowledge gained through research.	W.3.7

ELA.3.10.7	create text features and illustrations.	W.3.2a
ELA.3.10.8	report on a topic, text, story or experience using facts and descriptive details, while speaking clearly and at an appropriate pace.	W.3.4
ELA.3.10.9	create attractive audio recordings of a story or poem that demonstrates grade level appropriate fluency.	W.3.5
ELA.3.10.10	communicate in complete sentences appropriate to the task and situation.	W.3.6

ELA.3.11	Outcome: Students will use components of the writing process to plan and create a variety of three paragraph written pieces, including a published piece. Students will plan and create an opinion writing piece.	Standard Reference
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Components: <i>Students will...</i>		
ELA.3.11.1	develop a topic through brainstorming either in collaboration with peers or independently.	W.3.5 SL.3.1a-d
ELA.3.11.2	produce writing pieces that include simple, compound, and complex sentences.	L.3.1i W.3.5
ELA.3.11.3	develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	W.3.1c W.3.2a-d W.3.3c W.3.5
ELA.3.11.4	produce simple, compound, and complex sentences to create writing pieces.	L.3.1
ELA.3.11.5	use correct spelling conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.	L.3.3.2a-b L.3.2c-d W.3.5
ELA.3.11.6	use spelling including but not limited to, spelling high-frequency words (see appendix for Fry list), adding suffixes to root words, and spelling patterns. Use a dictionary to correct spelling.	L.3.2e-g W.3.5
ELA.3.11.7	revise and edit writing pieces to ensure the writing process is complete, with guidance and support.	W.3.5
ELA.3.11.8	create a published piece of writing.	W.3.6
ELA.3.11.9	engage in a range of collaborative discussions to determine clarity on writing topics.	SL.3.1a-d SL.3.3

ELA.3.12	Outcome: Students will read fluently, using academic and domain specific vocabulary to make meaning of the text.	Standard Reference
Components: <i>Students will...</i>		
ELA.3.12.1	determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.	RL.3.4 L.3.5c
ELA.3.12.3	engage in a range of collaborative discussions about a variety of texts to determine clarity on topics and questions of text.	SL.3.1a-d
ELA.3.12.4	read aloud with sufficient accuracy and fluency, high-frequency words, irregularly spelled words, and decode multisyllabic words (see appendix for Fry words).	RF.3.4 RF.3.3c-d SL.3.3
ELA.3.12.5	obtain and use academic specific vocabulary and phrases.	L.3.6

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Fourth Grade ELA

Purpose Statement: Students will determine the meaning of informational text by predicting, summarizing, and identifying main ideas and supporting details. Students will compose a variety of writings for a specific purpose demonstrating paragraph structure and integrating grammar usage.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.4.1	Outcome: Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.	Standard Reference
Components: <i>Students will...</i>		
ELA.4.1.1	identify and apply grade-level phonics.	RF.4.3
ELA.4.1.2	use syllable types, affixes and roots to decode.	RF.4.3a
ELA.4.1.3	read aloud fourth grade text fluently to support comprehension.	RF.4.4a-b RL.4.10

ELA.4.2 RI.	Outcome: Students will read, discuss and summarize informational text in writing and verbally. They will produce informational writing that includes text features.	Standard Reference
Components: <i>Students will...</i>		
ELA.4.2.1	determine the main idea in a text and use supporting details when drawing inferences from the text.	RI.4.1 RI.4.2 SL.4.3
ELA.4.2.2	produce a summary using supporting details to support the main idea.	RI.4.2 SL.4.2
ELA.4.2.3	comprehend informational texts and explain how the author supports particular points in a text.	RI.4.8
ELA.4.2.4	analyze the overall structure and differentiate when formal English is appropriate.	RI.4.5 SL.4.6
ELA.4.2.5	write a report on informative/explanatory texts, from at least two texts, that introduces a topic clearly and uses paragraphs for information. provide a conclusion, text features, and uses visual and audio displays to enhance.	W.4.2 a-e W.4.9 b SL.4.5 RI.4.3

		RI.4.7 RI.4.9
ELA.4.2.6	develop a topic, link ideas, and use precise language and vocabulary,	RI.4.4
ELA.4.2.7	compare and contrast firsthand and secondhand accounts of the same event.	RI.4.6

ELA.4.3	Outcome: Students will plan, create, and revise multi paragraph opinion pieces, using complete sentences and correct grammar to convey ideas and information clearly.	Standard Reference
	Components: <i>Students will...</i>	
ELA.4.3.1	organize an opinion piece using graphic organizers.	W.4.4
ELA.4.3.2	produce opinion pieces on topics or texts, creating clear and coherent multi-paragraph essays.	W.4.1
ELA.4.3.3	revise an opinion piece to reflect elements of language and paragraph components.	W.4.5
ELA.4.3.4	develop opinion pieces using complete sentences including capitalization, punctuation and spelling, correct pronouns, use of progressives, modal auxiliaries, adjectives, prepositional phrases, and correctly use frequently confused words.	L.4.1a-g L.4.2a-d

ELA.4.4	Outcome: Students will read, discuss and summarize literature verbally and in their writing.	Standard Reference
	Components: <i>Students will...</i>	
ELA.4.4.1	describe by paraphrasing the character, setting, or an event focusing on key details in the literature text during the discussion.	RL.4.3 SL.4.1
ELA.4.4.2	comprehend literature, stories, dramas, and poetry using key details to summarize or produce a narrative with introduction of a narrator, characters, dialogue that shows sequence of events and character response, transitional words, sensory details, and a conclusion.	RL.4.2 W.4.3a-e W.4.9a
ELA.4.4.3	obtain and use academic specific vocabulary and phrases, using context clues, including those that signal precise actions, emotions, or states of being.	L.4.4c L.4.6

ELA.4.4.4	write narratives that are real or imagined and have an event sequence, dialogue and description, transitional words and phrases, and provide a conclusion.	W.4.3
ELA.4.4.5	write routinely for an extended time frame for research, reflection, and revision and shorter time frames for a single sitting for a day or two, for various discipline-specific tasks, purposes, and audiences.	W.4.10
ELA.4.4.6	choose words and phrases to convey ideas, punctuation for effect, and notice differences in contexts that call for formal English when writing, speaking, reading, or listening.	L.4.3a-c

ELA.4.5	Outcome: Students will explain the differences in poems, dramas, and prose structure. Students will determine the meaning of literal and figurative language and phrases.	Standard Reference
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Components: <i>Students will...</i>		
ELA.4.5.1	explain differences in poems, drama, prose, and refer to structural elements of poetry, frames, and when writing or speaking about a text.	RL.4.5
ELA.4.5.2	make connections between the text of a story or drama and a visual or verbal presentation, identifying where each version reflects specific descriptions and directions in the text.	RL.4.7
ELA.4.5.3	identify and describe figurative language, word relationships, and nuances in word meanings.	L.4.5
ELA.4.5.4	use common Greek and Latin affixes and roots as clues to the meaning of a word.	L.4.4b
ELA.4.5.5	determine the meaning of vocabulary and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.c. Herculean).	RL.4.4

ELA.4.6	Outcome: Students will plan, create, and revise multi-paragraph. Research authentic pieces using complete sentences and grammar to convey ideas and information.	Standard Reference
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Components: <i>Students will...</i>		
ELA.4.6.1	produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	W.4.4

ELA.4.6.2	create research pieces using complete sentences, including correct capitalization, punctuation, and spelling. Develop and strengthen research pieces as needed by planning, revising, and editing.	L.4.1 W.4.5
ELA.4.6.3	use print or technology, including the internet, to create and publish research pieces as well as to interact and collaborate with others.	W.4.6 W.4.7 W.4.8
ELA.4.6.4	demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6
ELA.4.6.5	report on a topic in an organized manner using appropriate facts and relevant descriptive key details to support main ideas, speak clearly at an understandable pace, incorporating audio recordings or visual displays.	SL.4.4

ELA.4.7	Outcome: Students will compare and contrast points of view and restate accounts on the same event or topic in a variety of texts.	Standard Reference
Components: <i>Students will...</i>		
ELA.4.7.1	compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.4.6
ELA.4.7.2	compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6
ELA.4.7.3	restate or paraphrase during discussions.	SL.4.1

ELA.4.8	Outcome: Students will interpret the text by inferring the theme and author's purpose using evidence found in literature.	Standard Reference
Components: <i>Students will...</i>		
ELA.4.8.1	determine the theme and describe in-depth a character in prose and drama, drawing on specific key details in the text.	RL.4.2
ELA.4.8.2	refer to key details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1
ELA.4.8.3	draw, cite, and provide evidence from literary texts and compare and contrast similar themes and topics.	RL.4.9

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Fifth Grade ELA

Purpose Statement: Students will compare and contrast literature and informational text. Students will explain and demonstrate conventions of standard English grammar and usage when writing and speaking. Students will demonstrate and use multimedia to support a main idea or theme. Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.5.1	Outcome: Students will analyze the themes and structure of a text, and they will make inferences while reading stories, dramas, and poems.	Standard Reference
<i>Students will...</i>		
ELA.5.1.1	cite text details to support inferences.	RL.5.1
ELA.5.1.2	cite details to summarize a theme of a story, drama, and poem.	RL.5.2
ELA.5.1.3	cite specific details in texts to compare and contrast two or more characters, settings, events, and themes in a story or drama.	RL.5.3
ELA.5.1.4	explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5
ELA.5.1.5	explain how the narrator's point of view impacts the events that are being described.	RL.5.6
ELA.5.1.6	analyze how visual and multimedia elements contribute to the meaning and tone of the text.	RL.5.7
ELA. 5.1.7	compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.	RL 5.9

ELA.5.2	Outcome: Students will analyze the main ideas and the structures of multiple informational texts.	Standard Reference
<i>Components: Students will...</i>		
ELA.5.2.1	analyze, infer, and summarize the main idea of a text by identifying the key details and direct quotes to support reasoning.	RI.5.1
ELA.5.2.2	analyze multiple accounts of the same event or topic and explain the relationships between two or more events, main ideas, and concepts.	RI.5.2

ELA.5.2.3	cite context clues and Greek/Latin words to analyze word meanings in a text.	RI.5.3
ELA.5.2.4	compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	RI.5.4

ELA.5.3	Outcome: Students will write a persuasive piece on topics or texts, supporting a point of view with reasons and information.	Standard Reference
Components: <i>Students will...</i>		
ELA.5.3.1	write a topic sentence that states a position.	W.5.4
ELA.5.3.2	write logically ordered reasons, details, and facts.	W.5.4
ELA.5.3.3	use persuasive transitions such as furthermore, additionally, undoubtedly, obviously, certainly, ultimately.	W.5.3a
ELA.5.3.4	write conclusion statements that restates the topic sentence.	W.5.3c
ELA.5.3.5	produce a persuasive piece.	W.5.3e

ELA.5.4	Outcome: Students will plan, create, and revise a multi-paragraph opinion and/or information piece using complete sentences and grammar to convey ideas and information.	Standard Reference
Components: <i>Students will...</i>		
ELA.5.4.1	produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4
ELA.5.4.2	write opinion pieces on topics, supporting a point of view with reasons and information.	W.5.1
ELA.5.4.3	write informative texts to examine a topic and convey ideas and information clearly.	W.5.2
ELA.5.4.4	draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9
ELA.5.4.5	cite details to summarize a theme of a story, drama, and poem.	RL.5.2
ELA.5.4.6	cite specific details in texts to compare and contrast two or more characters, settings, events, and themes in a story or drama.	RL.5.3

ELA.5.5	Outcome: Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Standard Reference
	Components: <i>Students will...</i>	
ELA.5.5.1	orient the reader by establishing a situation, narrator and/or characters, and organize events in sequence.	W.5.3a
ELA.5.5.2	use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	W.5.3b
ELA.5.5.3	use a variety of transition words, phrases, and clauses to manage the sequence of events.	W.5.3c
ELA.5.5.4	use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3d
ELA.5.5.5	provide a conclusion that follows from the narrated experiences or events.	W.5.3e

ELA.5.6	Outcome: Students will use standard punctuation and spelling in writing. Students will use standard English grammar in writing.	Standard Reference
	Components: <i>Students will...</i>	
ELA.5.6.1	use underlining, quotation marks, or italics to indicate titles of a variety of works in writing.	W.6.1 L.5.2d
ELA.5.6.2	generate words at grade-level using appropriate structure and origin.	L.5.2
ELA.5.6.3	form and use prepositions relative to time and place.	L.5.2a
ELA.5.6.4	use regular and irregular verbs including the verb tenses.	L.5.1a

ELA.5.7	Outcome: Students will use research skills to write a short report using multiple sources.	Standard Reference
	Components: <i>Students will...</i>	
ELA.5.7.1	use transitions that signal contrast, additions, and other logical relationships.	W.5.2a
ELA.5.7.2	create a concluding paragraph.	W.5.2c

ELA.5.7.3	distinguish between relevant and irrelevant information from print and digital sources.	W.5.2c
ELA.5.7.4	summarize information that is relevant.	W.5.2e
ELA.5.7.5	use evidence from literary or informational texts to support analysis, reflection, and research to write a report.	W.5.8
ELA.5.7.6	analyze, infer, and summarize the main idea of a text by identifying the key details and direct quotes to support reasoning.	RI.5.1
ELA.5.7.7	analyze multiple accounts of the same event or topic and explain the relationships between two or more events, main ideas, and concepts.	RI.5.2

ELA. 5.8	Students will summarize, draw conclusions, and create questions to discuss ideas building on others' points of view. (This outcome is intended to be taught year round.)	Standard Reference
Components: <i>Students will...</i>		
ELA.5.8.1	engage in multiple ranges of collaborative discussions.	SL.5.1
ELA.5.8.2	summarize the points a speaker makes.	SL.5.1d
ELA.5.8.3	explain how each point a speaker makes is supported by reasons and evidence.	SL.5.1.d
ELA.5.8.4	cite details to summarize a theme of a story, drama, and poem.	RL.5.2

ELA.5.9	Outcome: Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.	Standard Reference
Components: <i>Students will...</i>		
ELA.5.9.1	demonstrate and apply grade level phonics.	RF.5.3
ELA.5.9.2	use syllable types, affixes and roots to decode.	RF.5.3a
ELA.5.9.3	read aloud grade-level text fluently.	RF.5.4c

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Sixth Grade ELA

Purpose Statement: Students will produce written informative and explanatory text. Students will analyze text to determine inferences, fact and opinion, and author’s purpose. Students will demonstrate and apply the rules of figurative language.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.6.1	Outcome: Students will edit text for conventions including commas and quotation marks.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.1.1	identify and correct the use of commas with nonrestrictive information.	L.6.2a L.6.2e
ELA.6.1.2	use quotation marks and commas to indicate spoken materials.	L.6.2c
ELA.6.1.3	identify and correct the use of commas, end punctuations, capitalization, and quotation marks to indicate spoken or quoted words.	L.6.2c
ELA.6.1.4	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2

ELA.6.2	Outcome: Students will edit text for pronoun agreement.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.2.1	verify pronouns and their antecedents in a sentence.	L.6.1a-e
ELA.6.2.2	construct correct sentences by fixing singular and plural pronoun disagreement.	L.6.1a-e
ELA.6.2.3	identify and correct sentences with subject or object pronoun disagreement.	L.6.1a-e
ELA.6.2.4	analyze when to use the possessive pronouns.	L.6.1a-e
ELA.6.2.5	identify and correct sentences with errors in the indefinite pronouns, such as both, many, each, everyone, etc.	L.6.1a-e
ELA 6.2.6	demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1

ELA.6.3	Outcome: Students will analyze informational text structure, words and details to determine and summarize the main idea with textual evidence as support.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.3.1	identify how the organizational structure supports the main idea.	RI.6.5
ELA.6.3.2	analyze how the author's purpose supports the main idea.	RI.6.6
ELA.6.3.3	verify the meaning of the unknown words using roots and affixes.	RI.6.4
ELA.6.3.4	identify relevant details that support the main idea.	RI.6.4 RI.6.5
ELA.6.3.5	summarize the main idea of a text using textual evidence as support.	RI.6.1 RI.6.2

ELA. 6.4	Outcome: Students will produce 3-5 informational paragraphs in response to a prompt that includes a topic sentence, three reasons/detailed sentences, three exclamation sentences that constrain cited textual support from one or more sources, transitions and a conclusion.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.4.1	write a focused topic sentence in response to a given prompt.	W.6.3a
ELA.6.4.2	develop sentences to support the topic sentence.	W.6.3b
ELA.6.4.3	use transitional words to connect evidence to the topic.	W.6.3c
ELA.6.4.4	develop a conclusion sentence that restates the topic.	W.6.3d
ELA.6.4.5	compose 3-5 informational paragraphs that respond to a prompt and include a topic sentence, three details, three explanation sentences, and cited textual support from one or more sources.	W.6.4a
ELA.6.4.6	produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.	W.6.4b

ELA.6.5	Outcome: Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.5.1	engage and orient the reader by establishing a context and introducing a narrator and or characters; organize an event sequence that unfolds naturally and logically.	W.6.3a
ELA.6.5.2	use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.6.3b
ELA.6.5.3	use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.6.3c
ELA.6.5.4	use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.3d
ELA.6.5.5	provide a conclusion that follows from the narrated experiences or events.	W.6.3e

ELA.6.6	Outcome: Students will analyze a piece of literature to identify and describe the development of the plot, character, point of view, and theme using textual evidence.	Standard Reference
Components: <i>Students will...</i>		
ELA.6.6.1	identify the elements of a story including plot, theme, characters, and point of view.	RL.6.2
ELA.6.6.2	use textual evidence to describe how plot develops with conflict.	RI.6.1 RI.6.3 RI.6.4 RI.6.5
ELA.6.6.3	analyze textual evidence to describe how the author develops a character's point of view.	RI.6.1 RI.6.3 RI.6.4 RI.6.5
ELA.6.6.4	summarize the theme using text evidence.	RL.6.1 RL.6.2 RL.6.4 RL.6.5

ELA.6.6.5	compare and contrast the experience of reading a story, drama, or poem, to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	RL.6.7
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ELA.6.7	Outcome: Students will produce an argument paragraph in response to a prompt that includes a supported claim, three relevant detailed sentences, three pieces of supporting evidence from one or more sources, transitions and a conclusion.	Standard Reference
	Components: <i>Students will...</i>	
ELA.6.7.1	write a focused claim in response to a prompt.	W.6.1
ELA.6.7.2	justify the claim with three reasons that have supported evidence.	W.6.1a
ELA.6.7.3	use argumentative transitional words such as on the other hand, according to, although, thus, in contrast, however, while, another example and/or furthermore.	W.6.1b
ELA.6.7.4	provide a call to action concluding statement that follows from the argument presented.	W.6.1c
ELA.6.7.5	produce an argumentative paragraph in response to a prompt.	W.6.1d

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Seventh Grade ELA

Purpose Statement: Students will create clear, cohesive writing through analysis of text, development of clauses and phrases to produce proper comma usage, and organization of ideas and evidence in logical sequence.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.7.1	Outcome: Students will demonstrate command of standard grade-level English grammar and understand the meaning of unknown and multiple meaning words and figurative language.	Standard Reference
<i>Components: Students will...</i>		
ELA.7.1.1	demonstrate command of the conventions of standard English grammar and usage when producing writing.	L.7.1
ELA.7.1.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.7.2
ELA.7.1.3	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	L.7.4
ELA.7.1.4	analyze and identify figurative language in a written text.	L.7.5
ELA 7.1.5	write a narrative to develop real or imaginary experiences.	W.7.3

ELA.7.2	Outcome: Students will analyze a single informational text to determine the main idea and use textual evidence to support the summary.	Standard Reference
<i>Components: Students will... .</i>		
ELA.7.2.1	identify the author's structure (e.g. compare & contrast, problem solution, chronological, and cause & effect) and defend it with textual evidence as support.	RI.7.6
ELA.7.2.2	analyze how the structure an author builds contributes to the whole and to the development of ideas.	RI.7.5
ELA.7.2.3	interpret the main idea of a single text in one sentence, based on textual evidence, and then explain how the major details contribute to the development of the main idea.	RI.7.7
ELA.7.2.4	determine the central idea in a text and analyze the textual evidence to support the central idea; provide a one paragraph summary of the text.	RI.7.2

ELA.7.3	Outcome: Students will develop a research project, using several sources, and write informative texts to convey information.	Standard Reference
<i>Components: Students will...</i>		
ELA.7.3.1	cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 W.7.8
ELA.7.3.2	determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.7.2 RI.7.3
ELA.7.3.3	determine the meaning of words and phrases as they are used in a text, including technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4
ELA.7.3.4	produce writing to examine and convey a topic or information through the selection and organization of relevant content.	W.7.2 W.7.7

ELA.7.4	Outcome: Students will analyze and evaluate how elements of a story interact to develop a theme through the use of a plot diagram.	Standard Reference
<i>Components: Students will...</i>		
ELA.7.4.1	analyze how setting shapes the plot or characters of a literary piece through elements such as foreshadowing.	RL.7.3
ELA.7.4.2	analyze how character development and character interactions build on a theme.	RL.7.1 RL.7.2
ELA.7.4.3	interpret how plot events determine a theme in diverse media, use evidence to support conclusions.	SL.7.2
ELA.7.4.4	apply grade appropriate language and vocabulary in writing, speaking, and listening.	L.7.6

ELA.7.5	Outcome: Students will produce an objective summary to explain how key details develop the main idea or theme in a text.	Standard Reference
<i>Components: Students will...</i>		

ELA.7.5.1	determine a theme or main idea of a text and explain how the plot or an event develops throughout the text.	RL.7.2
ELA.7.5.2	identify and explain how character interactions develop theme and point of view, using textual evidence.	RL.7.6
ELA.7.5.3	analyze how the central ideas in a text evolve over the course of the text.	RI.7.2
ELA.7.5.4	interpret research of topic prior to discussion, bringing a visual graphic, or questions to clarify information.	W.7.9
ELA.7.5.5	produce an objective summary of the main idea of a text.	RL.7.2

ELA.7.6	Outcome: Students will produce an argumentative piece of writing with a claim, defense, and counterclaim.	Standard Reference
<i>Components: Students will...</i>		
ELA.7.6.1	produce an argumentative claim (thesis).	W.7.1 RI.7.8
ELA.7.6.2	defend a claim with logical reasoning and relevant evidence using accurate and credible sources.	W.7.1 W.7.9 SL.7.3
ELA.7.6.3	critique one counterclaim using relevant evidence and accurate and credible sources.	W.7.1 RI.7.9 SL.7.4
ELA.7.6.4	revise, edit, and rewrite to publish a coherent argumentative essay while citing sources.	W.7.5 W.7.6 SL.7.5
ELA.7.6.5	apply appropriate use of commas when writing and choose language that expresses ideas precisely.	L.7.2 L.7.3

ELA.7.7	Outcome: Students will explain the interaction of plot elements or themes by producing a two-paragraph literary analysis.	Standard Reference
<i>Components: Students will...</i>		

ELA.7.7.1	identify elements of plot used by the author (e.g. foreshadowing, imagery, and symbolism) and how they shape or develop a theme or main idea.	RL.7.3 W.7.9 SL.7.1
ELA.7.7.2	produce an introductory paragraph including hook, background information, and thesis statement in response to a provided prompt.	W.7.2 W.7.4
ELA.7.7.3	integrate two relevant facts, definitions, or concrete details using direct quotes from the supporting text into the body paragraph.	W.7.2
ELA.7.7.4	produce a concluding statement that restates the thesis and supports the information or analysis.	W.7.2
ELA.7.7.5	revise, edit, and rewrite to publish a coherent literary analysis essay while citing sources.	W.7.5 W.7.6

ELA.7.8	Outcome: Students will compare and contrast two different mediums analyzing or emphasizing different evidence with facts to produce a presentation.	Standard Reference
<i>Components: Students will...</i>		
ELA.7.8.1	compare and contrast a text to a video version of the text, analyzing each medium's portrayal of the subject (plot, character, and angle).	RL.7.7 RL.7.9
ELA.7.8.2	revise, edit, and rewrite to publish a coherent compare and contrast essay while citing sources.	W.7.5 W.7.6
ELA.7.8.3	produce one word to identify the mood of a text and one word to identify the tone of a text, defend with textual evidence.	RL.7.3 RL.7.1
ELA.7.8.4	produce clear writing in which the development and organization are appropriate to task, purpose, and audience.	W.7.4

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Eighth Grade ELA

Purpose Statement: Students will create cohesive arguments through the analysis of bias, development of sentences using verbs, verb mood, and verb voice for tone effect, and distinguish between credible and non-credible sources.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.8.1	Outcome: Students will demonstrate command of standard grade-level English grammar and understand the meaning of unknown and multiple meaning words and figurative language.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.1.1	demonstrate command of the conventions of standard English grammar and usage when writing.	L.8.1
ELA.8.1.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2
ELA.8.1.3	determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level reading and content.	L.8.4
ELA.8.1.4	demonstrate understanding of figurative language.	L.8.5
ELA.8.1.5	write a narrative to develop real or imaginary experiences.	W.8.3

ELA.8.2	Outcome: Students will prepare for and participate in small and large student-led group discussions using effective communication skills.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.2.1	engage effectively in a range of collaborative discussions, making connections and using textual evidence to support their response.	SL.8.1
ELA.8.2.2	present information, findings, and support evidence utilizing appropriate organization, development, and style.	SL.8.4 RI.8.3
ELA.8.2.3	adapt speech to a variety of contexts and audiences when appropriate using grade appropriate language.	SL.8.6 RI.8.7

ELA.8.3	Outcome: Students will research a subject and produce an informational writing piece with a works cited page.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.3.1	develop a research question with assistance.	W.8.7
ELA.8.3.2	use at least three credible sources to research writing topics and determine the credibility and accuracy of those sources.	W.8.7 W.8.8
ELA.8.3.3	paraphrase or directly cite research of others while avoiding plagiarism.	W.8.8
ELA.8.3.4	develop a thesis statement, body paragraphs, and conclusion.	W.8.2
ELA.8.3.5	select the best information from a variety of sources that supports the thesis statement.	W.8.7 W.8.8 W.8.9

ELA.8.4	Outcome: Students will use textual evidence to connect themes to another text or the world by producing an analysis.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.4.1	determine the theme of texts and analyze its development.	RL.8.2
ELA.8.4.2	analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RL.8.3
ELA.8.4.3	produce an introductory paragraph including hook, literary summary, and thesis statement.	W.8.2
ELA.8.4.4	make connections between text to world and/or text to other texts into the body paragraphs.	W.8.2
ELA.8.4.5	produce a concluding statement that restates the thesis and supports the analysis.	W.8.2
ELA.8.4.6	publish a three-paragraph analysis addressing theme with grade appropriate language, using textual evidence.	W.8.5 W.8.6 L.8.6

ELA.8.5	Outcome: Students will cite evidence to support analysis in two or more informational texts on the same topic, identifying tone and comparing and contrasting the main idea.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.5.1	distinguish among the associations of words with similar definitions (e.g., synonyms).	L.8.5 RI.8.4
ELA.8.5.2	analyze the word choice to select one word to describe the tone of the whole text, citing specific evidence to support the answer.	L.8.5 RI.8.5
ELA.8.5.3	infer the main idea of an informational text using textual evidence and information.	RI.8.1 RI.8.2
ELA.8.5.4	analyze information from two informational texts on the same topic in order to identify where the information disagrees.	RI.8.9 RI.8.8 RI.8.6
ELA.8.5.5	produce one sentence that states the main idea for each informational text.	L.8.2 L.8.5 RI.8.2

ELA.8.6	Outcome: Students will analyze the connections between modern fiction and myths, or traditional stories based on structure, theme, character types, and literary elements.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.6.1	explain how two or more texts address similar themes (e.g. modern fiction, myth, or traditional story).	RL.8.9 RL.8.7
ELA.8.6.2	explain how an author's choices of literary elements (e.g. foreshadowing, flashback, dialogue) help to create mood.	RL.8.5
ELA.8.6.3	identify and explain character types in a text using textual evidence.	RL.8.1 RL.8.6
ELA.8.6.4	determine and analyze the development of a theme throughout a text.	RL.8.2
ELA.8.6.5	determine the meaning of unknown and multiple words or phrases in a text.	L.8.4

ELA.8.7	Outcome: Students will produce an argumentative presentation in which they defend a claim and contradict two counterclaims.	Standard Reference
<i>Components: Students will...</i>		
ELA.8.7.1	produce an argumentative claim (thesis).	SL.8.3 SL.8.4 W.8.1
ELA.8.7.2	defend a claim with logical reasoning and relevant evidence using accurate and credible sources.	SL.8.2 W.8.1
ELA.8.7.3	contradict two counterclaims using relevant evidence and accurate and credible sources.	SL.8.4 W.8.1
ELA.8.7.4	present claims and findings in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4 SL.8.5

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Ninth Grade ELA

Purpose Statement: Students will distinguish dependent from independent clauses and incorporate commas to set off short introductory clauses and to separate non-essential phrases and parentheticals from mainstream text. From context, students will use etymology to determine multiple meanings of words and phrases. Students will write developed essays complete with a limited thesis, support to include text-based evidence, and transitions. Students will use persuasive writing and public speaking techniques alongside support to make a claim and a call to action.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.9.1	Outcome: Students will demonstrate command of the conventions of standard grade-level English grammar and usage when writing and speaking.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.1.1	demonstrate command of the conventions of standard English grammar and usage.	L.9.1
ELA.9.1.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9.2
ELA.9.1.3	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	L.9.4
ELA.9.1.4	write a narrative to develop real or imaginary experiences.	W.9.3
ELA.9.1.5	demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9.5

ELA.9.2	Outcome: Students will introduce a definitive claim, arrange key details, provide a concluding statement, and maintain an objective style and tone by producing an objective summary of a single informational text.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.2.1	introduce a precise claim, distinguishing the claim from alternate or opposing claims.	W.9.1 W.9.2 SL.9.3

ELA.9.2.2	arrange key details in the order of the original text and provide a concluding statement that supports the argument presented.	W.9.1 W.9.4 RI.9.2
ELA.9.2.3	establish and maintain an objective style and tone.	W.9.2

ELA.9.3	Outcome: Students will interpret the main idea and discern between important and unimportant supporting details using a single informational media.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.3.1	determine the central idea of one informational media and analyze its development.	RI.9.2 RI.9.9
ELA.9.3.2	cite strong textual evidence to differentiate between important and unimportant supporting details.	RI.9.1 RI.9.3
ELA.9.3.3	independently answer questions about the text, demonstrating grade level proficiency.	RI.9.10 SL.9.5

ELA.9.4	Outcome: Students will distinguish the central theme of a work of literature and analyze how character development, and point of view advance the plot and impact the theme.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.4.1	determine a central idea of a text and analyze in detail its development over the course of the text.	RL.9.2 RL.9.10
ELA.9.4.2	evaluate how complex characters develop over the course of the text to advance the plot or develop the theme.	RL.9.3
ELA.9.4.3	analyze a particular point of view reflected in a work of literature to determine how it impacts the theme.	RL.9.6
ELA.9.4.4	interpret the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	RL.9.5

ELA.9.5	Outcome: Students will apply skills to write an argumentative essay to support claims in an analysis of literature using valid reasoning and relevant sufficient evidence.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.5.1	produce a thesis statement (claim) establishing a clear motive for an analysis of the text.	W.9.1
ELA.9.5.2	evaluate context to introduce pertinent evidence while citing textual evidence to support the claim.	W.9.1
ELA.9.5.3	use words, phrases, and clauses to link the major sections of the text and create unity.	W.9.1
ELA.9.5.4	produce clear and coherent argumentative writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9.4

ELA.9.6	Outcome: Students will identify and analyze figurative language, word relationships, and nuances in word meaning to determine their effect on meaning and tone in a piece of literature.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.6.1	identify rhyme and meter (iambic pentameter, rhyme scheme, couplets, free verse, etc.) in a literature and analyze their effects on meaning and tone.	RL.9.4
ELA.9.6.2	differentiate different types of irony (dramatic, situational, verbal) and analyze their effects on meaning and tone.	RL.9.4 L.9.3
ELA.9.6.3	identify and analyze figurative language (e.g. symbolism, irony, simile, metaphor, personification, etc.) to determine the effect on meaning and tone.	RL.9.4
ELA.9.6.4	determine the relationship between word choice and the meaning or tone of the text.	RL.9.4

ELA.9.7	Outcome: Students will initiate discussions, defend, predict, hypothesize, and respond thoughtfully to questions, using evidence from the topics, texts, and issues.	Standard Reference
<i>Components: Students will...</i>		
ELA.9.7.1	initiate discussions while being prepared, asking questions, summarizing comments, and building on others' ideas and expressing their own clearly and persuasively.	SL.9.1
ELA.9.7.2	use evidence from texts to encourage conversations by asking questions that relate to the current discussion.	SL.9.1
ELA.9.7.3	respond thoughtfully to diverse perspectives and points of view.	SL.9.1

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Tenth Grade ELA

Purpose Statement: Students will write topical paragraphs and essays adapting organizational structure to suit the writing genre. Students will analyze world literature, national literature, and domestic literature in terms of structure, propaganda and allegory. Students will identify implied and explicit biases from propagandistic devices found in media and literature. Students will use MLA guidelines to cite sources.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.10.1	Outcome: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. This outcome is intended to be taught all year.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.1.1	demonstrate command of the conventions of standard English grammar and usage.	L.10.1
ELA.10.1.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.10.2
ELA.10.1.3	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	L.10.4
ELA.10.1.4	demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.10.5
ELA.10.1.5	write a narrative to develop real or imaginary experiences.	W.10.3

ELA.10.2	Outcome: Students will form a complex introduction, arranging key details, providing a concluding statement using objective tone and citing textual evidence by producing an objective summary while developing two or more central ideas from an informational text.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.2.1	write a specific claim in a complex topic sentence.	W.10.2
ELA.10.2.2	categorize key details in the order of the original text and provide a concluding statement that supports and summarizes the central idea.	W.10.1 W.10.4 RI.10.2
ELA.10.2.3	cite textual evidence to support analysis, reflection, and research.	W.10.9 RI.10.1

ELA.10.2.4	develop two or more central ideas from an informational text to produce an objective summary.	W.10.2 RI.10.2
ELA.10.2.5	develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.10.5 W.10.6

ELA.10.3	Outcome: Students will read and critique a text and determine the author's purpose and analyze how the author uses rhetoric to advance that purpose (inform, explain, persuade, entertain, and describe).	Standard Reference
<i>Components: Students will...</i>		
ELA.10.3.1	determine an author's point of view or purpose in a text.	RI.10.6
ELA.10.3.2	assess how the point of view or purpose shapes the content and style of the text.	RI.10.6 RI.10.7
ELA.10.3.3	identify and explain how the author uses rhetorical elements to effectively accomplish his purpose (inform, explain, persuade, entertain, and describe).	RI.10.6
ELA.10.3.4	defend the author's use of rhetorical elements for effectiveness.	RI.10.8 RI.10.4

ELA.10.4	Outcome: Students will cite textual evidence and answer questions to develop the central idea of a single informational text to evaluate the effectiveness of the author's argument.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.4.1	cite strong and accurate textual evidence to support the main idea.	RI.10.1
ELA.10.4.2	discern between important and unimportant supporting details using specific evidence.	RI.10.2
ELA.10.4.3	analyze the argument and specific claims, assessing whether the reasoning is accurate and the evidence is valid.	RI.10.8
ELA.10.4.4	demonstrate knowledge through answering questions about informational text (comprehension, main idea, supporting details, inference, and contextual vocabulary).	RI.10.5

ELA.10.5	Outcome: Students will construct an argument, predict opposing perspectives and refute counterclaims with evidence through a well written and performed debate.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.5.1	construct an argument based on a specific claim about a given topic.	W.10.1
ELA.10.5.2	anticipate opposing perspectives on a given topic.	W.10.1
ELA.10.5.3	refute counterclaims using evidence as support.	W.10.1
ELA.10.5.4	produce evidence from research to support a debate.	W.10.7
ELA.10.5.5	perform debates on given topics, acknowledging and contesting opposing claims.	SL.10.6
ELA.10.5.6	present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow.	SL.10.4

ELA.10.6	Outcome: Students will construct a well written essay to include an argument, predict opposing perspectives, and refute counterclaims with evidence.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.6.1	introduce precise claim(s), distinguishing from alternate or opposing claims.	W.10.1
ELA.10.6.2	create a clear organization that establishes relationships among claims, counterclaims, and evidence.	W.10.1
ELA.10.6.3	develop counterclaims by supplying evidence for each while specifying strengths and limitations.	W.10.1
ELA.10.6.4	use appropriate and varied transitions to link sections of the essay to create cohesion.	W.10.2
ELA.10.6.5	establish and maintain a formal style and objective tone.	W.10.1
ELA.10.6.6	provide a concluding paragraph that supports the argument presented.	W.10.1

ELA.10.7	Outcome: Students will initiate and effectively participate in a range of collaborative discussions that build on others' ideas and express their own clearly and persuasively based on literature.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.7.1	annotate assigned text.	
ELA.10.7.2	use textual evidence to defend themes as they appear in the novel.	SL.10.1 RL.10.2
ELA.10.7.3	ask and respond to questions that relate to the current discussions on broader themes or larger ideas from the novel.	SL.10.1
ELA.10.7.4	challenge, clarify, or question various perspectives.	SL.10.1
ELA.10.7.5	summarize points of agreement and disagreement making new connections.	SL.10.1 SL.10.2

ELA.10.8	Outcome: Students will produce an informative piece of writing using grade appropriate conventions to examine and convey complex ideas, concepts, and information, using MLA styling and objectivity.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.8.1	introduce a topic; organize complex ideas, concepts, and information to make important connections.	W.10.2
ELA.10.8.2	develop the topic with well-chosen, relevant, and sufficient facts, concrete details, quotations and other information appropriate to the audience's knowledge.	W.10.2
ELA.10.8.3	use appropriate and varied transitions to link sections of the text.	W.10.2
ELA.10.8.4	produce clear and coherent writing in which development, organization, style, and conventions are appropriate to purpose and audience.	W.10.4 L.10.2
ELA.10.8.5	gather relevant information from multiple sources, assess the credibility, and accuracy of each source using MLA styling.	W.10.8

ELA.10.9	Outcome: Students will interpret the author’s development of characters, themes, secondary themes, literary devices/elements, and how they develop a work’s central theme.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.9.1	identify literary devices as used in a novel.	RL.10.4
ELA.10.9.2	analyze how an author uses secondary themes to build and develop on the central theme.	RL.10.2 RL.10.7
ELA.10.9.3	determine how the development of characters and their interaction with other characters influence the central theme.	RL.10.3
ELA.10.9.4	interpret how the author’s structural choice helps to impact mood, tone, and meaning.	RL.10.5 RL.10.9
ELA.10.9.5	produce specific examples of literary devices used in a novel that influence the theme.	RL.10.6

ELA.10.10	Outcome: Students will conduct research projects to answer a question or solve a problem using grade appropriate language and MLA styling.	Standard Reference
<i>Components: Students will...</i>		
ELA.10.10.1	produce a research question about a given topic.	W.10.7
ELA.10.10.2	conduct short, as well as more sustained research projects based on focused questions.	W.10.7
ELA.10.10.3	gather relevant information from multiple sources, assess the credibility, and accuracy of each source using MLA styling.	W.10.8
ELA.10.10.4	demonstrate an understanding of the subject under investigation.	W.10.7

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Eleventh Grade ELA

Purpose Statement: Students will conduct research and produce informative essays with valid reasoning using MLA citations. Students will analyze rhetoric and language used in U.S. seminal texts to determine purpose, persuasiveness, beauty, and effectiveness of rhetoric and structure. Students will create narratives using real and imagined experiences.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.11.1	Outcome: Students will produce an objective, informative piece of writing using grade appropriate conventions to examine and convey multiple complex ideas, concepts, and information, using MLA styling and citations.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.1.1	present a complex three point thesis that identifies the writing's topic.	W.11.2 W.11.1 W.11.10
ELA.11.1.2	create transitional topic sentences that support the thesis.	W.11.2c
ELA.11.1.3	use solid and specific examples and textual evidence to support the thesis.	W.11.2b W11.9
ELA.11.1.4	demonstrate command of conventions and use precise language that avoids wordiness and uses grade appropriate vocabulary.	W.11.2d
ELA.11.1.5	establish and maintain a formal and objective tone.	W.11.2e

ELA.11.2	Outcome: Students will compose an explanatory essay to compare/contrast a piece of writing using effective organization, support and transitions.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.2.1	compose a three point complex thesis that identifies the writing's topic and specific points of comparison.	W.11.2
ELA.11.2.2	structure writing using point-by-point or subject-by-subject organizational arrangement.	W.11.2a

ELA.11.2.3	produce concrete and specific examples or textual evidence to support the thesis/topic.	W.11.2b W.11.3
ELA.11.2.4	use comparative language and transitions.	W.11.2c W.11.4
ELA.11.2.5	establish and maintain a formal and objective tone.	W.11.2e

ELA.11.3	Outcome: Students will read and comprehend complex literary and informational texts independently and proficiently.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.3.1	identify the nuanced thesis (claim, reason, “so what?”) of the text to develop a well-supported interpretation of the central theme and the specific main points.	RL.11.1 RL.11.2 RI.11.2 RI.11.8
ELA.11.3.2	explain how specific sections of the text refine and change the thesis or theme.	RI.11.1 RL.11.3 RI.11.3
ELA.11.3.3	analyze how subtle evidence, including literary devices, contributes to the author’s or narrator’s point of view and overall meaning.	RI.11.9 RL.11.4 RI.11.4
ELA.11.3.4	interpret how the author’s or narrator’s point of view and overall meaning are influenced by evidence including literary devices.	RL.11.6 RI.11.6
ELA.11.3.5	produce a presentation evaluating the text.	SL.11.4 RI.11.10

ELA.11.4	Outcome: Students will conduct research by creating a research question, evaluating a variety of sources, gathering and classifying research notes, formulating an argumentative thesis, integrating evidence, providing context in an introduction and applying MLA formatting.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.4.1	focus research by creating guiding questions.	W.11.1
ELA.11.4.2	gather and evaluate relevant information from multiple sources.	W.11.8
ELA.11.4.3	produce notes gathered from research to paraphrase, quote, and summarize the research.	W.11.5

ELA.11.4.4	organize a thesis statement that includes topic, purpose, and argumentative plan.	W.11.4
ELA.11.4.5	apply and explain how textual evidence is used to support argumentative positions.	RI.11.1 W.11.9
ELA.11.4.6	implement MLA citation formatting.	W.11.8
ELA.11.4.7	write a researched argumentative essay.	W.11.1 RI.11.1 SL.11.2

ELA.11.5	Outcome: Students will cite textual evidence to support analysis of literature to determine multiple themes and themes across two pieces of work including literary elements and author’s intent.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.5.1	determine the theme and analyze its progression across two texts.	RL.11.2 RL.11.6 RL.11.7
ELA.11.5.2	analyze multiple themes and consider their progression throughout the work.	RL.11.2
ELA.11.5.3	cite strong and thorough textual evidence to support explicit and inferential analysis.	RL.11.1
ELA.11.5.4	determine how the theme is influenced by literary elements.	RL.11.4 RL.11.10
ELA.11.5.5	analyze the author's intent as encoded in their work to determine its influence on the text.	RL.11.3 RL.11.5

ELA.11.6	Outcome: Students will argue to support a claim in an analysis of informational text, drawing on evidence from two or more texts.	Standard Reference
<i>Components: Students will...</i>		
ELA.11.6.1	organize analysis paragraphs that logically follow the pattern: set up, quote, explain.	W.11.1b RI.11.7
ELA.11.6.2	draw evidence from informational text to support analysis, integrating relevant quotations to support and develop the thesis.	W.11.2 W.11.9

		RI.11.1
ELA.11.6.3	apply words, phrases, and clauses as well as varied syntax to link the text and create cohesion.	W.11.1
ELA.11.6.4	clarify the relationships between claims, reasons, and evidence.	W.11.1 RI.11.7
ELA.11.6.5	establish and maintain a formal style and objective tone applying correct MLA format and citations.	W.11.2
ELA.11.6.6	compose an argumentative essay to support claims.	W.11.1

ELA.11.7	Outcome: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. This outcome is intended to be taught all year.	Standard Reference
	<i>Components: Students will...</i>	
ELA.11.7.1	demonstrate command of the conventions of standard English grammar and usage.	L.11.1 L.11.1.a-b
ELA.11.7.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, observe hyphenation conventions, & spell correctly.	L.11.2 L.11.2a-b
ELA.11.7.3	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	L.11.4 L.11.4a-d
ELA.11.7.4	demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11.5 L.11.5a-b
ELA.11.7.5	write a narrative to develop real or imaginary experiences.	W.11.3

ELA.11.8	Outcome: Students will initiate and participate effectively and appropriately in a range of collaborative discussions with diverse partners.	Standard Reference
	<i>Components: Students will...</i>	
ELA.11.8.1	research and analyze material in order to come to discussions prepared.	SL.11.1 SL.11.1a

ELA.11.8.2	collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL.11.1b
ELA.11.8.3	pose and respond to questions that probe reasoning and evidence.	SL.11.1c
ELA.11.8.4	respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; and determine what additional information is required to deepen the investigation or complete the task.	SL.11.1d SL.11.3

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Twelfth Grade ELA

Purpose Statement: Students will conduct research and write critical analysis and synthesis research-based essays in addition to technical writing to include explaining processes. Literature will include multicultural experiences and provide to students a guide towards tolerance and acceptance residing within the boundaries of historically accurate allusions found in different text types.

Highlighted standards need to be taught to mastery. All standards will be taught and assessed, but students need to show proficiency on the highlighted standards in order for students to be ready for the next grade level and/or concept.

ELA.12.1	Outcome: Students will compare and contrast multiple informational texts to determine the central theme and cite strong and thorough evidence.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.1.1	determine a central idea between two or more texts.	RI.12.2
ELA.12.1.2	cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text.	RI.12.1
ELA.12.1.3	analyze multiple interpretations of informational text, evaluating how each version interprets the source.	RI.12.7 RI.12.8
ELA.12.1.4	read, compare, and contrast informational texts independently and proficiently.	RI.12.10 SL.12.6

ELA.12.2	Outcome: Students will write arguments using evidence from several text forms to create precise claims, develop claims and counterclaims, use varied words and phrases, and provide a concluding statement.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.2.1	introduce precise claims, establish the importance of the claim, and create organization.	W.12.1a
ELA.12.2.2	develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each.	W.12.1b
ELA.12.2.3	use words, phrases, and clauses to link the major sections of the text, clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	W.12.1c
ELA.12.2.4	establish and maintain a formal style and objective tone.	W.12.1d
ELA.12.2.5	provide a concluding statement that supports the argument presented.	W.12.1e

			SL.12.5
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ELA.12.3	Outcome: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues.	Standard Reference
	<i>Components: Students will...</i>	
ELA.12.3.1	research and analyze material to come to class prepared.	SL.12.1a
ELA.12.3.2	collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SL.12.1b
ELA.12.3.3	propel conversations by posing and responding to questions that probe reasoning and evidence.	SL.12.1c
ELA.12.3.4	respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence, and resolve contradictions when possible.	SL.12.1d L.12.6

ELA.12.4	Outcome: Students will gather relevant information from multiple sources and research and evaluate the information presented to address a question or solve a problem.	Standard Reference
	<i>Components: Students will...</i>	
ELA.12.4.1	integrate and evaluate multiple sources of information in order to address a question or solve a problem.	RI.12.7 W.12.6
ELA.12.4.2	read and comprehend informational text at grade-level independently and proficiently.	RI.12.10
ELA.12.4.3	produce an informative essay by drawing evidence from informational texts to support analysis, reflection, and research.	W.12.9

ELA.12.5	Outcome: Students will write an informational text by creating a research question, evaluating a variety of sources, gathering and classifying research notes, integrating evidence, providing context in an introduction and applying MLA formatting.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.5.1	formulate a question to guide research.	W.12.7
ELA.12.5.2	gather relevant information from multiple sources about the research question.	W.12.8 W.12.6
ELA.12.5.3	integrate and evaluate multiple sources of information into the text.	RI.12.7
ELA.12.5.4	implement correct MLA citation.	W.12.8
ELA.12.5.5	compose an informational text with an introduction, relevant facts, extended definitions, concrete details, quotations, and a supportive concluding statement.	W.12.2

ELA.12.6	Outcome: Students will analyze the development of two or more themes in literature over the course of the text, their influence on literary elements (plot, tone, character development), and cite textual evidence to support analysis.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.6.1	determine two or more themes of a text and analyze their development over the course of the text.	RL.12.2
ELA.12.6.2	determine how two or more themes interact and build on one another.	RL.12.2 W.12.9a
ELA.12.6.3	cite strong and thorough textual evidence to support analysis of what the text says.	RL.12.1
ELA.12.6.4	analyze how and why individuals, events, and ideas develop and interact over the course of a text (plot, tone, character development).	RL.12.3 RI.12.5
ELA.12.6.5	produce an objective summary of the text.	RL.12.2 W.12.10

ELA.12.7	Outcome: Students will draw evidence from literary texts from a specific literary period (eighteenth, nineteenth, etc) to support analysis, reflection, and research.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.7.1	demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	W.12.9a RL.12.9
ELA.12.7.2	produce a literary analysis to examine and convey complex ideas, concepts, and information.	W.12.1a W.12.9b
ELA.12.7.3	implement MLA citation formatting.	W.12.8

ELA.12.8	Outcome: Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Standard Reference
<i>Components: Students will...</i>		
ELA.12.8.1	demonstrate command of the conventions of standard English grammar and usage.	L.12.1 L.12.1a L.12.1b
ELA.12.8.2	demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.12.2 L.12.2a L.12.2b
ELA.12.8.3	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.	L.12.4 L.12.4a-d
ELA.12.8.4	apply knowledge of language to understand how language functions in contexts.	L.12.3 L.12.2a
ELA.12.8.5	demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.12.5 L.12.5a-b
ELA.12.8.6	write a narrative to develop real or imaginary experiences.	W.12.3a-e

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