



Alabama Course of Study

English Language Arts K-12

Differentiated Instructional Guide (DIG)





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Differentiated Instructional Guide
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DIFFERENTIATED INSTRUCTIONAL GUIDE: ENGLISH LANGUAGE ARTS

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PREFACE

The Differentiated Instructional Guide (DIG) to the Alabama Course of Study: English Language Arts is an instructional companion to assist teachers with tailoring instruction to meet the individual needs of all students. Differentiated instructions, as a framework, allows teachers to implement a variety of strategies to maximize student growth and individual success. The format of the document is intentional to provide teachers flexibility in use and aid in targeted, meaningful instruction. The document is organized by grade to allow single to multiple grade printing. The standards are setup one per sheet to allow teachers to utilize the pages in binders, data collection notebooks, instructional tools, etc.

The Differentiated Instructional Guide (DIG) to the Alabama Course of Study: English Language Arts was developed by a diverse group of general and special educators, administrators, parents, and service providers. This Task Force used their academic content knowledge and experiential knowledge related to students with and without disabilities to produce this resource.

Acknowledgements

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Introduction

The *Differentiated Instructional Guide* is a companion document to the 2021 Alabama Course of Study: English Language Arts, for Grades K-12. Content standards contained within the course of study document may be accessed on the ALSDE website at <https://www.alabamaachieves.org/>. On the home page, hover over Teachers & Administrators, and scroll down and select Academic Standards. Scroll down and click on English Language Arts.

Educators are reminded that content standards indicate the minimum content that all students should know and be able to do by the end of each grade level or course. Local education agencies may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The *Differentiated Instructional Guide* identifies the progression of learning towards a content standard, as well as the prior knowledge skills necessary to construct a student's connection between old and new knowledge. Differentiated instruction "is a philosophy that enables educators to plan strategically in order to reach the needs of diverse learners in the classroom to achieve targeted standards" (Gregory & Chapman, 2007, p.2). Through the identified progressions of learning objectives, teachers can make unique planning decisions focused on the learner's needs that align with the lesson outcomes. The prior knowledge skills identified for each content standard helps teachers develop instructional activities that build off a student's strengths and acknowledge and address their weaknesses. Using this guide to differentiate instruction and activate prior knowledge, teachers can prepare students for the study of the grade-level and course content standards at individual ability levels and may plan instruction to address the achievement gap experienced by some students. The goal of this guide is to assist teachers to react responsively to learner's need to enable a student to reach his or her maximum ability and promote individual success.

Organization of the Guide

The organizational components of the guide align with the organization and format progression of the 2021 English Language Arts course of study that encompasses sections for content areas, content clusters, content standards, progression of learning objectives and prior knowledge skills.

Content Areas are large groups of related clusters and content standards. In this example, the Alabama Content Area is Language Literacy. Content areas are used to group standards that are closely related.

Content Standards contain the minimum required content and define what students should know and be able to do at the conclusion of a course or grade. Some have sub-standards, indicated with a, b, c, etc. These are extensions of the content standard and are also required. Some standards are followed by examples which are not required to be taught. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the stem, "Students will..."

Fluency	
11. Recognize and name all upper- and lowercase letters in non-sequential order with accuracy and automaticity.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.11.1: Name all uppercase letters. <input type="checkbox"/> ELA.K.11.2: Name all lowercase letters. <input type="checkbox"/> ELA.K.11.3: Point to uppercase letters when directed. <input type="checkbox"/> ELA.K.11.4: Point to lowercase letters when directed. <input type="checkbox"/> ELA.K.11.5: Sort letters from numbers and other symbols. <input type="checkbox"/> ELA.K.11.6: Match all uppercase letters. <input type="checkbox"/> ELA.K.11.7: Match all lowercase letters. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize about half of the upper- and lower-case letters in the alphabet. <input type="checkbox"/> Associate some letters of the alphabet with their specific sounds. <input type="checkbox"/> Identify words that start with the same letter as their name. <input type="checkbox"/> Visually discriminate letter shapes and formations. <input type="checkbox"/> Sort letters and find words that contain specified letters.

Prior Knowledge Skills allow teachers to make unique planning decisions focused on the learner's needs that align with the lesson outcomes. The prior knowledge skills identified for each content standard help teachers develop instructional activities that build off a student's strengths and acknowledge and address his or her weaknesses. Note: the list is not an endless array or a true progression of knowledge, but rather a sample of the most significant targets to improve student achievement.

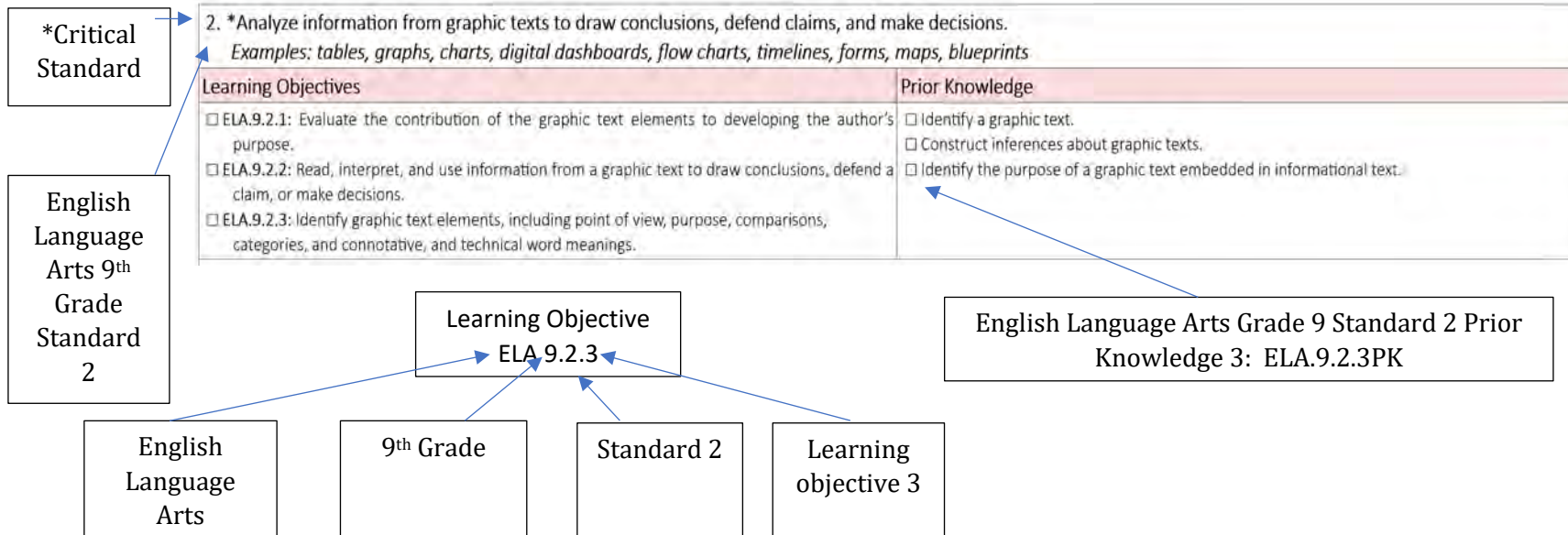
Progression of Learning Objectives are a backwards sequenced set of subskills and bodies of enabling knowledge a student must master enroute to mastering the standard. Learning objectives identify the "must learn" underlying student's attainment of the content standards. These objectives are useful in lesson planning, classroom instruction and Individualized Education Program (IEP) development. Utilization of a progression of instructional objectives empowers student learning towards grade-level standards while also working at individual ability levels. Also, educators develop a common language for collaborative professional opportunities to discuss, implement and build stronger experiences that meet the needs of all their learners.

Organization of the Guide

Content standards preceded by an asterisk (*) indicate that the standard has been identified as a critical standard by the 2020-2021 Course of Study Task Force. These standards are required for earning course credit for the Essentials Diploma Pathway in Grades 9-12. These ELA courses are English 9, English 10, English 11, and English 12.

The system for numbering the English Language Arts course for Grade 9, Standard 2, Learning Objectives 1,2,3: ELA. 9.2.1, ELA. 9.2.2, ELA. 9.2.3.

Grade 9



Utilization of the Guide (This example is Grade K standard 6)

1. **Assess** the student for learning gaps on their grade level skills, choose from the standards that reflect those gaps.
2. **Make** a checklist out of the DIG to dictate instruction and monitor progress.
3. **Include** the student in this process and allow him/her to take pride in his/her strengths and ownership of mastering weaknesses.

<p>6. *Uses spatial and temporal concepts correctly. <i>Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last</i> Note: This is important as children learn to match print to speech to read, and speech to print in order to write.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> ELA.K.6.1: Demonstrate the concept of temporal understanding in retelling or sequencing a story or event. <input type="checkbox"/> ELA.K.6.2: Use varied movement elements in response to teacher directives (high/low, fast/slow, up/down). <input checked="" type="checkbox"/> ELA.K.6.3: Demonstrate the concept of top/bottom with an object. <input checked="" type="checkbox"/> ELA.K.6.4: Demonstrate the concept of up/down, above/below (jump, climb, etc.).	<input checked="" type="checkbox"/> Imitate simple movements related to spatial and temporal concepts. <input type="checkbox"/> Understand the sequence of daily events. <input type="checkbox"/> Identify objects in a series (first, second, last). <input checked="" type="checkbox"/> Begin to learn "directional" words. (up/down; left/right; north/south; etc.)

5. Check off the learning objectives the student demonstrates, beginning from the bottom and working up.

4. Activate prior knowledge (review) those skills the student has and teach the skills he/she lacks.

6. **Plan** learning experiences (instruction) for the skills the student lacks.
7. **Monitor** student progress on mastering the learning objectives.
8. **Assess** for mastery of the standard (written as an IEP goal).
9. **Reflect** on the data prior to developing the next IEP.
10. **Utilize** the data and growth from the DIG.

Kindergarten

LITERACY FOUNDATIONS

Oral Language

1. *Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
 - a. Use speech that is understandable with only grade-appropriate errors.
 - b. Use word endings to indicate plurals, possessives, and verb tenses in speech.
Examples: dogs, brother's shirt, jumped
 - c. Use age-appropriate irregular plurals in conversation.
Examples: foot/feet, tooth/teeth, mouse/mice
 - d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

Learning Objectives

- ELA.K.1.1: Use language to express ideas in complete sentences with the support of sentence stems as needed.
- ELA.K.1.2: Remember spoken information for a short period of time.
- ELA.K.1.3: Listen with comprehension and follow two-step directions.
- ELA.K.1.4: Listen with comprehension and follow one-step directions.
- ELA.K.1.5: Nod or use facial expressions to indicate an answer to the question.

Prior Knowledge

- Combine 5-8 words together into sentences.
- Imitate songs and fingerplays.
- Produce developmentally appropriate phonemes/sounds in words using mostly clear speech.
- Utilize words/phrases/sentences.
- Communicate wants/needs/ideas to peers and adults.
- Produce developmentally appropriate phonemes in words.
- Understands concepts of more than one.
- Engages in storytelling and pretend play.
- Uses a mode of communication.
- Produces four-to-five-word phrases using clear and understandable speech.
- Understand the meaning of words and gestures, use words to communicate, and engage in conversations with others.
- Use age-appropriate regular/irregular plurals in conversation.
- Listens to conversations and understands what is being said.
- Enjoys interaction, stories, and activities with riddles, guessing, and suspense.

2. ***Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.2.1: Listen and speak in informal conversations with peers and adults. <input type="checkbox"/> ELA.K.2.2: Discuss various texts and topics collaboratively and with partners. <input type="checkbox"/> ELA.K.2.3: Ask and answer questions using the text for support. <input type="checkbox"/> ELA.K.2.4: Listen actively and speak using agreed-upon rules for discussion. <input type="checkbox"/> ELA.K.2.5: Relate previous experiences to what is read. <input type="checkbox"/> ELA.K.2.6: Follow implicit rules for conversation, including taking turns and staying on topic. <input type="checkbox"/> ELA.K.2.7: Use voice level, phrasing, and intonation appropriate for various language situations. <input type="checkbox"/> ELA.K.2.8: Ask how and why questions to seek help, get information, or clarify information. <input type="checkbox"/> ELA.K.2.9: Listen and respond to a variety of texts and media. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the titles, pictures, and prior knowledge to predict story content. <input type="checkbox"/> Engage in teacher-led reading experiences and with support. <input type="checkbox"/> Participate in collaborative discussions with peers to build background knowledge. <input type="checkbox"/> Work respectfully with others. <input type="checkbox"/> Use storybook language, forms, and conventions (once upon a time, that's the end). <input type="checkbox"/> Participate in shared reading experiences by asking questions and making comments. <input type="checkbox"/> Show a preference for familiar stories. <input type="checkbox"/> Show interest in pictures and books.

3. Actively participate in teacher-led choral and shared reading experiences.

Examples: reciting nursery rhymes, songs, poems, stories

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.3.1: Listen actively and speak using agreed-upon rules for discussion during teacher-led reading experiences.<input type="checkbox"/> ELA.K.3.2: Follow implicit rules for conversation, including taking turns and staying on topic during teacher-led reading experiences.<input type="checkbox"/> ELA.K.3.3: Use voice level, phrasing, and intonation appropriate for various language situations during teacher-led reading experiences.<input type="checkbox"/> ELA.K.3.4: Listen and respond to a variety of texts and media during teacher-led reading experiences.<input type="checkbox"/> ELA.K.3.5: With support, engage in teacher-led reading experiences.	<ul style="list-style-type: none"><input type="checkbox"/> Enjoy interaction, stories, and activities with riddles, guessing, and suspense.<input type="checkbox"/> Sit and listen to stories for up to ten minutes at a time.<input type="checkbox"/> Listen attentively to age-appropriate stories.<input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing.<input type="checkbox"/> Listen and match the rhythm, volume, and pitch of rhymes, songs, and chants.<input type="checkbox"/> Engage in wordplay with adults, such as using nonsense words or beginning rhymes.<input type="checkbox"/> Imitate sounds in nursery rhymes and songs.<input type="checkbox"/> Participate in familiar nursery rhymes, chants, and sounds.

4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.

Example: Use interrogatives who, what, where, when, why, and how to ask questions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.4.1: Demonstrate strategies for asking questions.<input type="checkbox"/> ELA.K.4.2: With assistance or prompting, ask questions.<input type="checkbox"/> ELA.K.4.3: Respond to questions presented with prompts.<input type="checkbox"/> ELA.K.4.4: Respond to yes/no questions.<input type="checkbox"/> ELA.K.4.5: Nod or use facial expression to indicate an answer a to question.	<ul style="list-style-type: none"><input type="checkbox"/> Begin to understand how to use language to communicate.<input type="checkbox"/> Ask many questions.<input type="checkbox"/> Answer simple questions appropriately.<input type="checkbox"/> Answer “who?,” “what?,” “when?,” “where?,” “how?,” and “why?” questions during conversation(s).

5. With guidance and support, present information orally, using complete sentences in correct word order.
- Speak audibly and express thoughts, feelings, and ideas clearly.
 - Describe people, places, things, and events with relevant details in a story with three to five events.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.5.1: Fully participate in conversations with others. <input type="checkbox"/> ELA.K.5.2: Participate in conversations on a limited basis with peers or adults. <input type="checkbox"/> ELA.K.5.3: Vocalize/use jargon when talked to by peers or adults. <input type="checkbox"/> ELA.K.5.4: Describe familiar actions. <input type="checkbox"/> ELA.K.5.5: Describe familiar objects. <input type="checkbox"/> ELA.K.5.6: Describe familiar people. <input type="checkbox"/> ELA.K.5.7: Identify and sort common people, objects, and actions. <input type="checkbox"/> ELA.K.5.8: Imitate sounds or words of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use detailed sentence structure to describe events and activities. <input type="checkbox"/> Have a vocabulary of 1500 words or more. <input type="checkbox"/> Communicate with others utilizing complete sentences. <input type="checkbox"/> Begin to understand how to use language to communicate. <input type="checkbox"/> Begin to express her/his needs using simple sentences and/or actions. <input type="checkbox"/> Become aware of her/his own feelings. <input type="checkbox"/> Often be able to express feelings in words. <input type="checkbox"/> Articulate words/phrases/sentences only having age-appropriate phoneme errors. <input type="checkbox"/> Use detailed sentence structure to describe events and activities. <input type="checkbox"/> Understand the sequence of daily events. <input type="checkbox"/> Receptively sequence a story or event with 3-5 events included.

6. *Uses spatial and temporal concepts correctly.

Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last Note: This is important as children learn to match print to speech to read, and speech to print in order to write.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.6.1: Demonstrate the concept of temporal understanding in retelling or sequencing a story or event. <input type="checkbox"/> ELA.K.6.2: Use varied movement elements in response to teacher directives (high/low, fast/slow, up/down). <input type="checkbox"/> ELA.K.6.3: Demonstrate the concept of top/bottom with an object. <input type="checkbox"/> ELA.K.6.4: Demonstrate the concept of up/down, above/below (jump, climb, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Imitate simple movements related to spatial and temporal concepts. <input type="checkbox"/> Understand the sequence of daily events. <input type="checkbox"/> Identify objects in a series (first, second, last). <input type="checkbox"/> Begin to learn “directional” words. (up/down; left/right; north/south; etc.)

7. Restate and follow one- and two-step directions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.7.1: Follow routines and schedules.<input type="checkbox"/> ELA.K.7.2: Understand natural and logical consequences for not following directions.<input type="checkbox"/> ELA.K.7.3: With support, follow two-step directions.<input type="checkbox"/> ELA.K.7.4: With support, follow one-step directions.	<ul style="list-style-type: none"><input type="checkbox"/> Comply with schedules and routines throughout the environment.<input type="checkbox"/> Follow simple rules with adult reminders.<input type="checkbox"/> Participate in adult-led routine with support.<input type="checkbox"/> Participate in simple routines with adult support.

Concepts of Print

8. *Demonstrate understanding of the organization and basic features of printed materials.
- Recognize and demonstrate that print conveys meaning.
Examples: Share a favorite book with peers. Share a list of birthday gifts received.
 - With prompting and support, explain the roles of the author and illustrator of a text.
 - Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.
 - Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
 - Point to words using one-to-one correspondence, noting that words are separated by spaces.
 - Distinguish letters from words within sentences.
 - g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.8.1: Recognize that printed material conveys meaning and connects to the reader's world. <input type="checkbox"/> ELA.K.8.2: Identify the illustrator as the person who draws the pictures in a story. <input type="checkbox"/> ELA.K.8.3: Identify the author as the person who writes a story. <input type="checkbox"/> ELA.K.8.4: Locate the names of the author and illustrator of a story. <input type="checkbox"/> ELA.K.8.5: Define the title as the name of a story. <input type="checkbox"/> ELA.K.8.6: Understand that a sentence ends with a punctuation mark. <input type="checkbox"/> ELA.K.8.7: Understand that a capital letter starts a sentence. <input type="checkbox"/> ELA.K.8.8: Point to words as they are being read. <input type="checkbox"/> ELA.K.8.9: Recognize that printed material conveys meaning and connects to the reader's world. <input type="checkbox"/> ELA.K.8.10: Turn pages sequentially and recognize the correct orientation (top to bottom, left to right). <input type="checkbox"/> ELA.K.8.11: Point to letters when directed. <input type="checkbox"/> ELA.K.8.12: Match upper- and lowercase letters. <input type="checkbox"/> ELA.K.8.13: Sort letters from numbers and other symbols. 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin to picture read very simple picture books with a few words. <input type="checkbox"/> Begin to make the connection between spoken and written words. <input type="checkbox"/> Recognize print in the environment. <input type="checkbox"/> Recognize several printed words. <input type="checkbox"/> Print their own name. <input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing. <input type="checkbox"/> Be interested in books and hold them in an upright position. <input type="checkbox"/> Pretend to read to others. <input type="checkbox"/> Write a few capital letters. <input type="checkbox"/> With support, identify capital letters. <input type="checkbox"/> With support, identify different types of grade-appropriate punctuation. <input type="checkbox"/> Perform basic processes, such as recognizing that words are separated by spaces, with teacher support, if needed. <input type="checkbox"/> Name some letters, especially those in their name. <input type="checkbox"/> Show interest in written words. <input type="checkbox"/> Hear and make different sounds.

Phonological Awareness/Phonemic Awareness

9. *Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
- Count the number of words in a spoken sentence.
 - Recognize alliterative spoken words.
 - Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
 - Count, blend, and segment syllables in spoken words, including compound words.
 - Blend and segment onsets and rimes of single syllable spoken words.
 - Identify the initial, final, and medial sounds of spoken words.
 - Blend and segment phonemes in single syllable spoken words made up of three to four phonemes.
 - Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced) Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.9.1: With prompting and support, recognize alliterative spoken words. <input type="checkbox"/> ELA.K.9.2: With prompting and support, segment onsets and rimes. <input type="checkbox"/> ELA.K.9.3: Identify medial sounds in words. <input type="checkbox"/> ELA.K.9.4: Identify final sounds in words. <input type="checkbox"/> ELA.K.9.5: Identify initial sounds in words. <input type="checkbox"/> ELA.K.9.6: Understand that words are made up of one or more syllables. Example: Clap two-syllable words. <input type="checkbox"/> ELA.K.9.7: Imitate rhyming sounds. <input type="checkbox"/> ELA.K.9.8: Recognize the knowledge of voiced sounds. <input type="checkbox"/> ELA.K.9.9: Recognize unvoiced sounds. <input type="checkbox"/> ELA.K.9.10: Distinguish between commonly confused cognate sounds. <input type="checkbox"/> ELA.K.9.11: Recognize patterns of sounds in songs, storytelling, and poetry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Hear and make different sounds. <input type="checkbox"/> Sing and/or say nursery rhymes, songs, and fingerplays. <input type="checkbox"/> Tell if paired words are the same or different in sound. <input type="checkbox"/> Count to 10 and above. <input type="checkbox"/> Recognize several printed words. <input type="checkbox"/> Mimic and/or say nursery rhymes, songs, and fingerplays. <input type="checkbox"/> Recognize many letters and some sounds. <input type="checkbox"/> Imitate clapping out syllables. <input type="checkbox"/> Imitatively blend sounds. <input type="checkbox"/> Imitatively segment single-syllable spoken words. <input type="checkbox"/> Identify objects in a series (first, second, last). <input type="checkbox"/> Begin to learn “directional” words. <input type="checkbox"/> Recognize specific articulation strategies.

Phonics

10. *Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
- Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds).
Examples: x=/ks/ and q=/kw/
 - Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.
 - Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.
 - Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.
 - With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.
 - With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.
Examples: pups, cats, pigs, dogs
Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.
 - With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).
 - Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.
Example: mat/sat, pan/pat, tip/top
 - Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
Examples: am, at, get, like, make, that, this, me, she, be
Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS[®] heart word strategy.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.10.1: Reproduce the long and short sounds of the five major vowels. <input type="checkbox"/> ELA.K.10.2: Match letter names to letter sounds. <input type="checkbox"/> ELA.K.10.3: Point to the named letter when directed. <input type="checkbox"/> ELA.K.10.4: With prompting and support, recognize each sound in isolation when presented with a CVC word. <input type="checkbox"/> ELA.K.10.5: With prompting and support, recognize the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables. <input type="checkbox"/> ELA.K.10.6: With prompting and support, match digraph-sound correspondence. <input type="checkbox"/> ELA.K.10.7: With prompting and support, decode consonant-vowel-consonant (CVC) words in isolation and in decodable text. <input type="checkbox"/> ELA.K.10.8: Recognize and attempt to decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. <input type="checkbox"/> ELA.K.10.9: Match written high-frequency words. <input type="checkbox"/> ELA.K.10.10: Mimic pronunciation and spelling of common high-frequency words. <input type="checkbox"/> ELA.K.10.11: Recognize own name in print. 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce sounds. <input type="checkbox"/> Identify letters of the alphabet. <input type="checkbox"/> Identify letter-sound correspondence. <input type="checkbox"/> Blend sounds together. <input type="checkbox"/> Match letters of the alphabet to a model. <input type="checkbox"/> Recognize common sounds with consonants. <input type="checkbox"/> Imitate new sounds of letters that have more than one sound. <input type="checkbox"/> Participate in vowel-to-sound correspondence activities. <input type="checkbox"/> Recognize vowels in simple words. <input type="checkbox"/> Blending sounds with a vowel sound. <input type="checkbox"/> Recognize individual sounds of letters. <input type="checkbox"/> Letter identification. <input type="checkbox"/> Letter-sound correspondence for long vowels. <input type="checkbox"/> Recognize when a vowel makes the long sound. <input type="checkbox"/> Know the unvoiced and voiced sounds for the letter 's'. <input type="checkbox"/> Participate in letter-sound correspondence activities. <input type="checkbox"/> Identifying initial, middle, and final sounds in words.

Fluency	
11. *Recognize and name all upper- and lowercase letters in non-sequential order with accuracy and automaticity.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.11.1: Name all uppercase letters. <input type="checkbox"/> ELA.K.11.2: Name all lowercase letters. <input type="checkbox"/> ELA.K.11.3: Point to uppercase letters when directed. <input type="checkbox"/> ELA.K.11.4: Point to lowercase letters when directed. <input type="checkbox"/> ELA.K.11.5: Sort letters from numbers and other symbols. <input type="checkbox"/> ELA.K.11.6: Match all uppercase letters. <input type="checkbox"/> ELA.K.11.7: Match all lowercase letters. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize about half of the upper- and lower-case letters in the alphabet. <input type="checkbox"/> Associate some letters of the alphabet with their specific sounds. <input type="checkbox"/> Identify words that start with the same letter as their name. <input type="checkbox"/> Visually discriminate letter shapes and formations. <input type="checkbox"/> Sort letters and find words that contain specified letters.

<p>12. *Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. <i>Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.</i> <i>Note: This will help students with alphabetical order requirements in future grades and facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.</i></p>	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.12.1: Sort words with the same initial and final letters. <input type="checkbox"/> ELA.K.12.2: Identify letters of their first name. <input type="checkbox"/> ELA.K.12.3: Identify letters to match words in each set. 	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange and name letters of the alphabet in sequential order from a to z, with support.

13. With prompting and support, recognize and name digraphs *ck, sh, th, ch, wh, ng*, and combination *qu*.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.13.1: With prompting and support, participate in activities working with the two-consonant blend “qu.”<input type="checkbox"/> ELA.K.13.2: Match grade-appropriate digraphs.<input type="checkbox"/> ELA.K.13.3: Recognize grade-appropriate digraphs.<input type="checkbox"/> ELA.K.13.4: Participate in grade-appropriate digraphs activities.<input type="checkbox"/> ELA.K.13.5: Match single-letter consonant sounds.<input type="checkbox"/> ELA.K.13.6: Recognize single-letter consonant sounds.<input type="checkbox"/> ELA.K.13.7: Participate in single-letter consonant sound activities.	<ul style="list-style-type: none"><input type="checkbox"/> Participate in digraph “sh” activities.<input type="checkbox"/> Participate in digraph “ch” activities.<input type="checkbox"/> Participate in digraph “wh” activities.<input type="checkbox"/> Participate in digraph “th” activities.<input type="checkbox"/> Participate in digraph “ng” activities.<input type="checkbox"/> Participate in two-consonant blend “qu” activities.<input type="checkbox"/> Participate in single-letter sound activities.<input type="checkbox"/> Name some letters, especially those in their name.<input type="checkbox"/> Recognize many letters and some sounds.

14. *Apply previously taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

Learning Objectives

- ELA.K.14.1: With prompting support apply phoneme-grapheme correspondences to decodable words out of context.
- ELA.K.14.2: With prompting support apply phoneme-grapheme correspondences to decodable words in context.
- ELA.K.14.3: Recognize upper-case letters of the alphabet.
- ELA.K.14.4: Apply sounds to lowercase letters of the alphabet.
- ELA.K.14.5: Recognize upper-case letters of the alphabet.
- ELA.K.14.6: Apply sounds to upper-case letters of the alphabet.

Prior Knowledge

- Recognize the first or some letter sounds in a name.
- Identify words that start with the same letter sound as their name.
- Sort letters and find words that contain specified sounds.
- Sort words that start with the same initial sound.
- Identify long vowel sounds.
- Identify short vowel sounds.
- Identify consonant sounds.

15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.15.1: Read decodable texts with expression. <input type="checkbox"/> ELA.K.15.2: Read decodable texts at an appropriate rate. <input type="checkbox"/> ELA.K.15.3: Read decodable texts with accuracy. <input type="checkbox"/> ELA.K.15.4: Know where to begin reading a story; point to title. <input type="checkbox"/> ELA.K.15.5: Read some environmental print. <input type="checkbox"/> ELA.K.15.6: Select different kinds of literature. <input type="checkbox"/> ELA.K.15.7: Track words from left to right, top to bottom, and page to page. <input type="checkbox"/> ELA.K.15.8: Show awareness of the function of environmental print. <input type="checkbox"/> ELA.K.15.9: Show beginning understanding of word and sentence structure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Hold the book with two hands and then turns the pages. <input type="checkbox"/> Recognize familiar environmental print. <input type="checkbox"/> With help, discriminate words from pictures on a page. <input type="checkbox"/> Select familiar books to begin to self-read. <input type="checkbox"/> Hold the book and turn pages with adult assistance. <input type="checkbox"/> Touch or identify pictures in books when asked. <input type="checkbox"/> Select and ask for an adult to read books. <input type="checkbox"/> Imitate adults' reading by pointing to pictures and trying to turn pages. <input type="checkbox"/> Attend to shared book reading.

16. *Recognize and read grade-appropriate high frequency words with accuracy and automaticity.

Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.16.1: Recognize and read grade-appropriate high-frequency words, with support. <input type="checkbox"/> ELA.K.16.2: Accurately blend and read CVC words/word patterns. <input type="checkbox"/> ELA.K.16.3: Recognize common high-frequency words. <input type="checkbox"/> ELA.K.16.4: Uses unfamiliar words in the context of a sentence. <input type="checkbox"/> ELA.K.16.5: Uses pictures to aid with the understanding of the text. <input type="checkbox"/> ELA.K.16.6: With assistance, apply semantic and syntactic cues. <input type="checkbox"/> ELA.K.16.7: Looks at all letters carefully, while applying letter-sound relationships. <input type="checkbox"/> ELA.K.16.8: Sounds out the word. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sort letters and find words that contain specified letters. <input type="checkbox"/> Match letters to a visual representation of the word. <input type="checkbox"/> Associate some letters of the alphabet with their specific sounds. <input type="checkbox"/> Recognize about half of the lowercase letters of the alphabet. <input type="checkbox"/> Recognize about half of the uppercase letters of the alphabet. <input type="checkbox"/> Identify words that start with the same letter as their name. <input type="checkbox"/> Visually discriminate letter shapes and formations.

Vocabulary

17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.17.1: Sort words based on word classifications or spelling patterns.<input type="checkbox"/> ELA.K.17.2: Derive the meaning of a word from the context in which it is used.<input type="checkbox"/> ELA.K.17.3: Sort new words with words from prior knowledge.<input type="checkbox"/> ELA.K.17.4: Use complex and varied language to share ideas and influence others during play.<input type="checkbox"/> ELA.K.17.5: Ask questions to understand a new concept.<input type="checkbox"/> ELA.K.17.6: Show eagerness to learn about and discuss new topics, ideas, and tasks.<input type="checkbox"/> ELA.K.17.7: Discover things that amaze them and seek to share them with others.<input type="checkbox"/> ELA.K.17.8: Ask questions to obtain clarification.<input type="checkbox"/> ELA.K.17.9: Demonstrate the willingness to participate in both familiar and new experiences.	<ul style="list-style-type: none"><input type="checkbox"/> Utilizes context clues to find the meaning of an unknown word.<input type="checkbox"/> Participate in teacher-led activities to learn new words.<input type="checkbox"/> Attend to conversations and group discussions and respond on topic.<input type="checkbox"/> Respond to questions and extend answers to convey new, but related, thoughts.<input type="checkbox"/> Recall the events described in a story.<input type="checkbox"/> Listen attentively and participate in discussions in back-and-forth exchange.<input type="checkbox"/> Listen attentively to stories and answer simple questions about the plot or characters.

18. Identify new meanings for familiar words and apply them accurately.

Example: multiple meaning words such as duck, run, and bat

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.18.1: Identify that inflections and affixes change the meaning of words. Example: unhappy has a different meaning than happy because of the prefix un-.<input type="checkbox"/> ELA.K.18.2: Match pictures of multiple-meaning words. Example: match the picture of the baseball bat to the picture of the black bat.<input type="checkbox"/> ELA.K.18.3: Identify the item or object in pictures of multiple-meaning words.	<ul style="list-style-type: none"><input type="checkbox"/> Listen to new words.<input type="checkbox"/> Utilizing background knowledge.<input type="checkbox"/> Repeating new words.<input type="checkbox"/> Relate words to a tangible object or picture.

19. * Ask and answer questions about unfamiliar words in discussions and/or text.

a. Describe the relationship between words, including relating them to synonyms and antonyms.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.19.1: Recognize the relationship between known words and unknown words. <input type="checkbox"/> ELA.K.19.2: Define a word verbally or using a drawing. <input type="checkbox"/> ELA.K.19.3: Answer probing teacher-led questions about unfamiliar words. <input type="checkbox"/> ELA.K.19.4: Ask questions about words that are unknown. <input type="checkbox"/> ELA.K.19.5: Distinguish between known and unknown words. <input type="checkbox"/> ELA.K.19.6: Identify words that describe antonyms. <input type="checkbox"/> ELA.K.19.7: Identify words that describe synonyms. <input type="checkbox"/> ELA.K.19.8: Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meanings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Respond to a question. <input type="checkbox"/> Ask a question. <input type="checkbox"/> Identifying unknown words. <input type="checkbox"/> Match opposites with pictures. <input type="checkbox"/> Match words to pictures.

20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

Examples: apples, oranges, grapes; hammer, nails, screwdriver

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.20.1: Identify pictures to demonstrate and distinguish the relationship between words and their meanings.<input type="checkbox"/> ELA.K.20.2: Sort pictures to demonstrate and distinguish the relationship between words and categories.<input type="checkbox"/> ELA.K.20.3: Identify attributes in pictures.<input type="checkbox"/> ELA.K.20.4: Participate in activities where attributes are identified using pictures.<input type="checkbox"/> ELA.K.20.5: Participate in activities where attributes are identified using objects.	<ul style="list-style-type: none"><input type="checkbox"/> Identifying pictures.<input type="checkbox"/> Name pictures.<input type="checkbox"/> Group objects.<input type="checkbox"/> Utilize background knowledge.

21. Use new and previously taught vocabulary to produce and expand complete sentences in shared language activities.
- Use previously taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
 - Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.21.1: Connect new vocabulary with prior educational experiences in oral and written communication. <input type="checkbox"/> ELA.K.21.2: Use new and challenging vocabulary words correctly within the context of play or other classroom experiences. <input type="checkbox"/> ELA.K.21.3: Spontaneously name nouns, verbs, and adjectives. <input type="checkbox"/> ELA.K.21.4: Point to and imitatively name nouns, verbs, and adjectives. <input type="checkbox"/> ELA.K.21.5: Point to picture, object, or action when requested by name. <input type="checkbox"/> ELA.K.21.6: Apply nouns, verbs, and adjectives to written tasks. <input type="checkbox"/> ELA.K.21.7: Use four- to five-word phrases. <input type="checkbox"/> ELA.K.21.8: Use two- to three-word phrases. <input type="checkbox"/> ELA.K.21.9: Use single words. <input type="checkbox"/> ELA.K.21.10: Use pictures to sort nouns and verbs. Example: sort action pictures and people, places, and things. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize new words in teacher-led activities. <input type="checkbox"/> Use background knowledge in communicating. <input type="checkbox"/> Recognize the meaning of words. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Know the meaning of words. <input type="checkbox"/> Decode words. <input type="checkbox"/> Listen to others. <input type="checkbox"/> Recognize words. <input type="checkbox"/> Respond to others in conversation.

Comprehension	
22. *Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.22.1: Utilize processes within informational texts to add value to discussions, drawings, or written tasks. <input type="checkbox"/> ELA.K.22.2: Identify facts provided by informational texts to add value to discussions, drawings, or written tasks. <input type="checkbox"/> ELA.K.22.3: Apply characteristics of informational text to add value to discussions, drawings, or written tasks. <input type="checkbox"/> ELA.K.22.4: Identify characteristics of informational text. <input type="checkbox"/> ELA.K.22.5: Listen to a story being read and/or class discussions of the story and answer related questions correctly. <input type="checkbox"/> ELA.K.22.6: Participate in read-aloud of informational texts or class discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to a story. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Stay on topic during a conversation. <input type="checkbox"/> Make purposeful marks on paper. <input type="checkbox"/> Write and/or draw with meaning.

23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.23.1: Ask specific questions to understand and solve problems.<input type="checkbox"/> ELA.K.23.2: Answer questions with detailed and more abstract words and ideas.<input type="checkbox"/> ELA.K.23.3: Recognize what a statement and a question are.<input type="checkbox"/> ELA.K.23.4: Engage in storytelling and pretend play.<input type="checkbox"/> ELA.K.23.5: Use mostly grammatically complex sentence structures.<input type="checkbox"/> ELA.K.23.6: Combine words together into sentences.<input type="checkbox"/> ELA.K.23.7: Produce four-to-five-word phrases using clear and understandable speech.<input type="checkbox"/> ELA.K.23.8: Produce developmentally appropriate phonemes/ sounds in words using mostly clear speech.	<ul style="list-style-type: none"><input type="checkbox"/> Recognize words.<input type="checkbox"/> Form a sentence.<input type="checkbox"/> Recognize a sentence.<input type="checkbox"/> Use simple questions to ask for things or gain information.<input type="checkbox"/> Use descriptive words when speaking.<input type="checkbox"/> Answer simple questions.<input type="checkbox"/> Repeat parts of songs.<input type="checkbox"/> Combine gestures and words to communicate a thought.

24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.24.1: Know the differences between literary, informational, fairy tale, and poetry texts.<input type="checkbox"/> ELA.K.24.2: Recall simple features of texts.<input type="checkbox"/> ELA.K.24.3: Participate in activities using poems and short stories.<input type="checkbox"/> ELA.K.24.4: Repeat poems and short stories.<input type="checkbox"/> ELA.K.24.5: Participate in classroom activities that are repetitive in nature such as nursery rhymes songs, rhymes, and plays.	<ul style="list-style-type: none"><input type="checkbox"/> Listen to a text.<input type="checkbox"/> Recognize a text.<input type="checkbox"/> Know that there are different types of text.<input type="checkbox"/> Know the differences between literary, informational, fairy tale, and poetry texts.

25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.25.1: Participate in teacher-led reading activities to identify the topic of the text.<input type="checkbox"/> ELA.K.25.2: Participate in teacher-led reading activities utilizing text clues to expand comprehension of text.<input type="checkbox"/> ELA.K.25.3: Participate in teacher-led reading activities utilizing illustrations to expand comprehension of text.<input type="checkbox"/> ELA.K.25.4: Participate in teacher-led reading activities utilizing headings within the book.<input type="checkbox"/> ELA.K.25.5: Know where to begin reading a story.<input type="checkbox"/> ELA.K.24.6: Know that books have titles and their typical location.<input type="checkbox"/> ELA.K.25.7: Recognize that print represents written words and has meaning.<input type="checkbox"/> ELA.K.25.8: Attend to different kinds of book genres.	<ul style="list-style-type: none"><input type="checkbox"/> With help, discriminate words from pictures on a page.<input type="checkbox"/> Touch or identify pictures in books when asked.<input type="checkbox"/> Imitate adults' reading by pointing to pictures and trying to turn pages.<input type="checkbox"/> Attend to shared book reading.

26. With prompting and support, describe the relationship between illustrations and the text in which they appear.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.26.1: Interpret illustrations to gain meaning.<input type="checkbox"/> ELA.K.26.2: Draw pictures to generate, represent, and express ideas or share information.<input type="checkbox"/> ELA.K.26.3: Identify pictures of objects and actions.<input type="checkbox"/> ELA.K.26.4: Match single words to single pictures.	<ul style="list-style-type: none"><input type="checkbox"/> Communicate with others.<input type="checkbox"/> Listen to text read aloud.<input type="checkbox"/> Look at illustrations.<input type="checkbox"/> Understand what is being read to them.<input type="checkbox"/> Know what an illustration is.

27. *Identify and describe the main story elements in a literary text.

a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.27.1: Identify the beginning, middle, and end of a story. <input type="checkbox"/> ELA.K.27.2: Identify the beginning and the end of a story. <input type="checkbox"/> ELA.K.27.3: Identify the beginning of a story. <input type="checkbox"/> ELA.K.27.4: Recall events in daily life. <input type="checkbox"/> ELA.K.27.5: Sequence the major events in the story. <input type="checkbox"/> ELA.K.27.6: Recall the setting of a story. <input type="checkbox"/> ELA.K.27.7: Identify a character in a story. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a story read aloud. <input type="checkbox"/> Understand a story that is read aloud. <input type="checkbox"/> Understand different parts in a story including main character, setting, important events. <input type="checkbox"/> Logically order events.

28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.28.1: Use text clues in context to tell what happens next in a literary text.<input type="checkbox"/> ELA.K.28.2: Participate in finding pictures to support events of a literary text.<input type="checkbox"/> ELA.K.28.3: Relate background knowledge to a text to make a prediction.<input type="checkbox"/> ELA.K.28.4: Understand the meaning of predictions.<input type="checkbox"/> ELA.K.28.5: Identify the beginning, middle, and end of a literary text.<input type="checkbox"/> ELA.K.28.6: Understand that stories have a sequence.<input type="checkbox"/> ELA.K.28.7: Identify details in picture books or literary texts.	<ul style="list-style-type: none"><input type="checkbox"/> Use language to express ideas in complete sentences (with the support of sentence stems as needed).<input type="checkbox"/> Listen to a text read aloud.<input type="checkbox"/> Understand a text read aloud.<input type="checkbox"/> Understand what main idea is.<input type="checkbox"/> Relate prior knowledge to outcomes of situations.

29. With prompting and support, identify the main topic and key details in an informational text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.29.1: Identify pictures showing key details of a text.<input type="checkbox"/> ELA.K.29.2: Identify details about everyday events and situations.<input type="checkbox"/> ELA.K.29.3: Draw a picture about the main topic of a text.<input type="checkbox"/> ELA.K.29.4: Point to the picture showing main topic.	<ul style="list-style-type: none"><input type="checkbox"/> Communicate with others.<input type="checkbox"/> Listen to a text.<input type="checkbox"/> Understand what is being said in a text.<input type="checkbox"/> Know the meaning of main idea.<input type="checkbox"/> Know the meaning of key details.<input type="checkbox"/> Remember details of a text.

30. With prompting and support, ask and answer questions about key details in literary and informational texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.30.1: Respond to a question about key details in a shared reading activity.<input type="checkbox"/> ELA.K.30.2: Identify details in picture books or story pictures.<input type="checkbox"/> ELA.K.30.3: Use language to express ideas in complete sentences (with support of sentence stems as needed).<input type="checkbox"/> ELA.K.30.4: Participate in shared reading activities with comprehension.<input type="checkbox"/> ELA.K.30.5: Use pictures in context to answer questions about key details in a literary or informational text.	<ul style="list-style-type: none"><input type="checkbox"/> Communicate with others.<input type="checkbox"/> Listen to a text read aloud.<input type="checkbox"/> Understand a text read aloud.<input type="checkbox"/> Listen and understand a question being asked.<input type="checkbox"/> Recall information from the text read aloud.

31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.31.1: Understand that comprehension is understanding the text. <input type="checkbox"/> ELA.K.31.2: Identify when improvement is needed to be able to comprehend text. <input type="checkbox"/> ELA.K.31.3: Utilize techniques to self-monitor comprehension. <input type="checkbox"/> ELA.K.31.4: Utilize summarizing to self-monitor comprehension. <input type="checkbox"/> ELA.K.31.5: Utilize rereading to self-monitor comprehension. <input type="checkbox"/> ELA.K.31.6: With prompting and support, summarize text. <input type="checkbox"/> ELA.K.31.7: With prompting and support, reread for clarity. <input type="checkbox"/> ELA.K.31.8: With prompting and support, self-monitor comprehension. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recall information from the text read aloud. <input type="checkbox"/> Read with understanding. <input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Point to characters or objects in a story when asked. <input type="checkbox"/> Show understanding by complying with simple commands. <input type="checkbox"/> Recognize the spoken name of familiar objects. <input type="checkbox"/> Respond to facial expressions and tones of voice.

32. *With prompting and support, compare and contrast two texts.
- Distinguish between literary texts and informational texts.
 - Compare and contrast the experiences of characters in a literary text.
 - Compare and contrast two informational texts on the same topic.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.32.1: Identify a literary text from a selection of books. <input type="checkbox"/> ELA.K.32.2: Identify an informational text from a selection of books. <input type="checkbox"/> ELA.K.32.3: Identify differences in the characters in a literary text. <input type="checkbox"/> Identify the similarities in the characters in a literary text. <input type="checkbox"/> ELA.K.32.4: Identify the actions of the characters in the story. <input type="checkbox"/> ELA.K.32.5: Recall the characters in the story. <input type="checkbox"/> ELA.K.32.6: Identify differences in two informational texts on the same topic. <input type="checkbox"/> ELA.K.32.7: Identify similarities in two informational texts on the same topic. <input type="checkbox"/> ELA.K.32.8: Identify compare and contrast. <input type="checkbox"/> ELA.K.32.9: Identify compare and contrast using pictures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Answer questions about text read aloud. <input type="checkbox"/> Listen to text read aloud. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Understand texts that are read aloud. <input type="checkbox"/> Know the meaning of the same. <input type="checkbox"/> Know the meaning of different. <input type="checkbox"/> Know the meaning of literary texts. <input type="checkbox"/> Know the meaning of informational texts. <input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Recall information from the texts read aloud.

Writing	
33. *Express ideas orally and connect these ideas through drawing and emergent writing.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.33.1: Begin to use inventive spelling using a letter to represent a word. <input type="checkbox"/> ELA.K.33.2: Write some letters of the alphabet, including name. <input type="checkbox"/> ELA.K.33.3: Use writing for a variety of purposes. <input type="checkbox"/> ELA.K.33.4: Create letter-like symbols to represent a word or idea. <input type="checkbox"/> ELA.K.33.5: Use a 3-finger grasp. <input type="checkbox"/> ELA.K.33.6: Use a dominant hand for writing. <input type="checkbox"/> ELA.K.33.7: Experiment with a variety of writing tools and materials. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make repeated marks on paper to represent lines and circles. <input type="checkbox"/> Scribble with intent to represent something observed and/or convey a message. <input type="checkbox"/> Begin to grasp writing tool with thumb and fingers. <input type="checkbox"/> Make random scribbles on paper. <input type="checkbox"/> Use full hand grasp (palmar grasp) to hold crayon. <input type="checkbox"/> Grasp and manipulate object when placed in hand.

34. *Print legibly, using proper pencil grip.

- a. Print upper- and lowercase letters using proper approach strokes, letter formation, and line placement.
- b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.

Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation.

Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus

- c. With prompting and support, use lowercase letters in majority of written work, using capitals only when appropriate.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.34.1: Write upper- and lower-case letters. <input type="checkbox"/> ELA.K.34.2: Copy capital and lowercase letters using proper strokes. <input type="checkbox"/> ELA.K.34.3: Copy capital and lowercase letters using proper letter formation. <input type="checkbox"/> ELA.K.34.4: Copy capital and lowercase letters using proper line placement. <input type="checkbox"/> ELA.K.34.5: Trace upper- and lower-case letters. <input type="checkbox"/> ELA.K.34.6: Combine purposeful marks to form letters. <input type="checkbox"/> ELA.K.34.7: Make purposeful marks such as lines and circles. <input type="checkbox"/> ELA.K.34.8: Spontaneously scribble using linear marks and circular marks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Hold crayons, pencils, and paintbrushes in more adultlike grasp. <input type="checkbox"/> Show interest in writing her/his name. <input type="checkbox"/> Practice writing skills. <input type="checkbox"/> Have a growing interest in letters and numbers. <input type="checkbox"/> Write a few capital letters. <input type="checkbox"/> Identify capital letters in print. <input type="checkbox"/> Cooperate in holding writing tool in a fist or immature grip (hand-over-hand).

35. *Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
- Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).
Examples: /b/=b, /m/=m, /k/=k, c, -ck
 - With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.
Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel
 - With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
Examples: am, at, can, he, we, be, in, it, came, like
 - With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.
Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.35.1: Apply phoneme-grapheme correspondences. <input type="checkbox"/> ELA.K.35.2: Apply spelling rules (or generalizations). <input type="checkbox"/> ELA.K.35.3: Understand that phonemes are individual sounds in a word. <input type="checkbox"/> ELA.K.35.4: Recognize common grapheme/spelling(s) associated with phonemes. <input type="checkbox"/> ELA.K.35.5: Vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. <input type="checkbox"/> ELA.K.35.6: Recognize basic position-based rules for spelling English words. <input type="checkbox"/> ELA.K.35.7: Apply grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences. <input type="checkbox"/> ELA.K.35.8: Apply grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences in all but one position. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write the correct letter when given a phoneme. <input type="checkbox"/> Differentiate between the initial, medial, and final sounds in spoken CVC words. <input type="checkbox"/> Respond verbally or point to the correct letter when given a phoneme. <input type="checkbox"/> Begin to make the connection between spoken and written words. <input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondences. <input type="checkbox"/> Identify the part of a word that does not follow regular phoneme-grapheme correspondences. <input type="checkbox"/> With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position.

36. *When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.
- With prompting and support, transcribe spoken words to demonstrate that print represents oral language.
 - With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.
 - With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.
 - With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
 - With prompting and support, begin each sentence with a capital letter.
 - With prompting and support, capitalize the pronoun I and names of individuals.
 - With prompting and support, recognize, name, and correctly use end punctuation.
Examples: period, question mark, exclamation mark.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.36.1: Use phrases and clauses to create complete sentences. <input type="checkbox"/> ELA.K.36.2: Use phrases and/or short sentences. <input type="checkbox"/> ELA.K.36.3: Identify a verb in a sentence. <input type="checkbox"/> ELA.K.36.4: Identify a noun in a sentence. <input type="checkbox"/> ELA.K.36.5: Utilize a capital letter at the beginning of a sentence. <input type="checkbox"/> ELA.K.36.6: Identify name and utilize a capital letter at the beginning. <input type="checkbox"/> ELA.K.36.7: Identify the pronoun "I" in sentences. <input type="checkbox"/> ELA.K.36.8: With supports, identify a period, question mark, and an exclamation mark at the end of a sentence. <input type="checkbox"/> ELA.K.36.9: With supports, utilize capital letters when appropriate. <input type="checkbox"/> ELA.K.36.10: Begin to make the connection between spoken and written words. <input type="checkbox"/> ELA.K.36.11: Demonstrate knowledge of phoneme-grapheme correspondences. <input type="checkbox"/> ELA.K.36.12: With supports, encode grade-appropriate spoken words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compose a simple sentence. <input type="checkbox"/> With support, add necessary components to make a written sentence complete. <input type="checkbox"/> Recognize name in the school environment. <input type="checkbox"/> Answer to name when called. <input type="checkbox"/> Write a few capital letters. <input type="checkbox"/> Understand the concept of beginning. <input type="checkbox"/> Understand the concept of the end.

37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.
- Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.
 - Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
 - Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.
 - Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.
 - With prompting and support, compose writing for varied purposes and audiences, across different genres.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.37.1: Knows that there are different genres of writing. <input type="checkbox"/> ELA.K.37.2: Understand the purpose and audience for writing can change. <input type="checkbox"/> ELA.K.37.3: Apply messages, lists, and labels, to drawings to convey meaning. <input type="checkbox"/> ELA.K.37.4: Understand that narrative writing tells a story with events in chronological order. <input type="checkbox"/> ELA.K.37.5: Share their feelings after reading a narrative story. <input type="checkbox"/> ELA.K.37.6: Express an opinion in writing. <input type="checkbox"/> ELA.K.37.7: Understand that explanatory texts provide factual information. <input type="checkbox"/> ELA.K.37.8: Know the format of writing will change, depending on its purpose, audience, and genre. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enjoy interaction, stories, and activities with riddles, guessing, and suspense. <input type="checkbox"/> Enjoy using words and creating silly language. <input type="checkbox"/> Use detailed sentence structure to describe events and activities. <input type="checkbox"/> Sequence events in the correct order. <input type="checkbox"/> Express feelings in words. <input type="checkbox"/> With supports, actively participate in shared writing experiences to create opinion pieces using drawing, dictating, and/or writing. <input type="checkbox"/> Communicate an opinion. <input type="checkbox"/> Provide supportive details for their opinion. <input type="checkbox"/> Enjoy stories that give real information. <input type="checkbox"/> With supports, provide information about a topic. <input type="checkbox"/> Independently write single words and/or short phrases to communicate ideas.

38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.K.38.1: Edit to ensure appropriate language conventions are followed.<input type="checkbox"/> ELA.K.38.2: Revise to clarify or aid the audience's comprehension.<input type="checkbox"/> ELA.K.38.3: Identify details with prompts.<input type="checkbox"/> ELA.K.38.4: Plan by brainstorming a draft of a writing piece.<input type="checkbox"/> ELA.K.38.5: Engage in the complete writing process.	<ul style="list-style-type: none"><input type="checkbox"/> Cooperate with others and participate in group activities.<input type="checkbox"/> Have an interest in the ability to make changes.

39. Participate in shared research and writing projects to answer a question or describe a topic.
- Include information recalled from personal experiences in research and writing projects.
 - Gather information from provided sources for research and writing projects.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.K.39.1: Identify goals for the research and writing team. <input type="checkbox"/> ELA.K.39.2: Take on a role in their research and writing team. <input type="checkbox"/> ELA.K.39.3: Discuss common experiences with peers and adults. <input type="checkbox"/> ELA.K.39.4: Work collaboratively with peers and adults in research and writing projects. <input type="checkbox"/> ELA.K.39.5: Use research and writing to answer questions about a topic. <input type="checkbox"/> ELA.K.39.6: Use research and writing to describe a topic. <input type="checkbox"/> ELA.K.39.7: Recall information from personal experiences. <input type="checkbox"/> ELA.K.39.8: Prompt with pictures to illicit recall from life experiences. <input type="checkbox"/> ELA.K.39.9: Show interest in a variety of informational sources. <input type="checkbox"/> ELA.K.39.10: Show an interest in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperate with others and participate in group activities. <input type="checkbox"/> Ask many questions. <input type="checkbox"/> Answer simple questions appropriately. <input type="checkbox"/> Engage in conversation by taking turns talking and listening. <input type="checkbox"/> With prompting and support, recall personal experiences related to a specific topic. <input type="checkbox"/> With prompting and support, gather information from provided research and writing projects.

40. *With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.

Learning Objectives

- ELA.K.40.1:** Explore keyboarding, and other types of technology used to produce writing.
- ELA.K.40.2:** Show interest in a variety of digital tools to produce and publish writing.

Prior Knowledge

- Cooperate with others and participate in group activities.
- Identify a variety of digital tools.
- With support, effectively utilize a variety of digital tools.

Grade 1

LITERACY FOUNDATIONS

Oral Language

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

Learning Objectives

- ELA.1.1.1:** Carry on a conversation through multiple exchanges by listening to others and taking turns speaking.
- ELA.1.1.2:** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
- ELA.1.1.3:** Actively listen and speak when appropriate while carrying on a discussion.
- ELA.1.1.4:** Use language to express ideas on topic in complete sentences.
- ELA.1.1.5:** Listen with comprehension and follow multiple step directions.
- ELA.1.1.6:** Use the agreed-upon rules for discussions.

Prior Knowledge

- Listen and respond to a variety of electronic media and other age-appropriate materials.
- Tell and retell stories and events in logical order.
- Follow rules of age-appropriate voice level in small-group settings.

2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.

Examples: read-alouds, oral dramatic activities

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.2.1: Build background knowledge by engaging in teacher-led reading experiences and collaborative discussions with peers.<input type="checkbox"/> ELA.1.2.2: Participate in teacher-led choral and shared reading experiences.	<ul style="list-style-type: none"><input type="checkbox"/> Listen and respond to a variety of electronic media and other age-appropriate materials.<input type="checkbox"/> Tell and retell stories and events in logical order.<input type="checkbox"/> Participate in a variety of oral language activities, including choral speaking.<input type="checkbox"/> Reciting short poems, rhymes, songs, and stories with repeated patterns.<input type="checkbox"/> Express ideas orally in complete sentences.

3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.3.1: Ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media with guidance and support.<input type="checkbox"/> ELA.1.3.2: Ask clarifying questions.<input type="checkbox"/> ELA.1.3.3: Answer clarifying questions with declarative statements to confirm understanding.	<ul style="list-style-type: none"><input type="checkbox"/> Initiate conversations with peers and adults.<input type="checkbox"/> Follow rules for conversation using age-appropriate voice level in small-group settings.<input type="checkbox"/> Ask and respond to questions in full sentences.<input type="checkbox"/> Follow simple two-step directions.<input type="checkbox"/> Give simple two-step directions.

4. *Present information orally using complete sentences and appropriate volume.
 a. Orally describe people, places, things, and events, expressing ideas with relevant details.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.4.1: Orally describe relevant details about the people, places, things, and events in a story containing three to five events. <input type="checkbox"/> ELA.1.4.2: Speak in complete sentences with correct word order when presenting information orally, with guidance and support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow rules for conversation using age-appropriate voice level in small-group settings. <input type="checkbox"/> Express ideas in complete sentences. <input type="checkbox"/> Use age-appropriate vocabulary to form a complete sentence. <input type="checkbox"/> Tell and retell stories and events in logical order.

Concepts of Print

5. *Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).
 a. Explain the roles of author(s) and illustrator(s).

Learning Objectives

- ELA.1.5.1:** With prompting and support, explain the role of a text's author.
- ELA.1.5.2:** With prompting and support, explain the role of a text's illustrator.
- ELA.1.5.3:** Locate the title of a book.
- ELA.1.5.4:** Locate the table of contents of a book.
- ELA.1.5.5:** Locate the glossary of a book.
- ELA.1.5.6:** Locate the author's name of a book.
- ELA.1.5.7:** Locate the illustrator's name of a book.

Prior Knowledge

- Identify the front and back cover of a book.
- Identify the title page in a familiar book.
- Recognize print as having information.
- Hold the book in an upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right).
- Recognize the role of an author(s) and that they are the one(s) who write the story.
- Recognize the role of an illustrator(s) and that their job is to draw or capture the pictures within a story.

Phonological Awareness/Phonemic Awareness

6. *Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.
- Count, blend, segment, and delete syllables in spoken words, including polysyllabic words.
Examples: par-ti-cu-lar, cer-ti-fi-cate
 - Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.
 - Produce alliterative words.
 - Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.
 - Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word.
Examples: pan to pant; flight to light; cat to cap
 - Distinguish long from short vowel sounds in spoken, single-syllable words.
 - Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/
Note: This is extremely important as a foundational phonemic awareness skill for all learners.
 - Identify the sound substitution in words with five to six phonemes.
Example: strips/straps, square/squire

Learning Objectives

- ELA.1.6.1: Recognize when spoken words begin with the same sound.
- ELA.1.6.2: Using pictures and/or spoken words, produce pairs of rhyming words.
- ELA.1.6.3: Using pictures and/or spoken words, recognize pairs of rhyming words.
- ELA.1.6.4: Using pictures and/or spoken words, distinguish non-rhyming words from rhyming words.
- ELA.1.6.5: Count syllables in spoken words, including compound words.

Prior Knowledge

- Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme CVC words.
- Blend and segment onsets and rimes of single syllable spoken words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Identify groups of rhyming words and non-rhyming words.
- Recognize patterns of sounds in songs, storytelling, and poetry.
- Repeat songs, poems, and stories with repeated rhyme.

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| <ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.6.6: Blend syllables in spoken words, including compound words. <input type="checkbox"/> ELA.1.6.7: Segment syllables in spoken words, including compound words. <input type="checkbox"/> ELA.1.6.8: Blend three to four phonemes to make a single syllable spoken word. <input type="checkbox"/> ELA.1.6.9: Segment a single syllable spoken word into three to four phonemes. <input type="checkbox"/> ELA.1.6.10: Distinguish between commonly confused cognate consonant sounds by using their knowledge of voiced sounds, unvoiced sounds, and each sound's place and manner of articulation. | <ul style="list-style-type: none"> <input type="checkbox"/> Produce a group of 3 alliterative words. <input type="checkbox"/> Produce a group of 5 alliterative words. <input type="checkbox"/> Use beginning and ending consonants to decode single-syllable words. <input type="checkbox"/> Use two letter consonant blends to decode single-syllable words. <input type="checkbox"/> Use beginning consonant digraphs to decode single-syllable words. <input type="checkbox"/> Add a phoneme to the beginning of a spoken word to change it to a new word. <input type="checkbox"/> Delete a phoneme from the beginning of a spoken word to change it to a new word. <input type="checkbox"/> Substitute a phoneme from the beginning of a spoken word to change it to a new word. <input type="checkbox"/> Identify long & short vowel sounds in spoken words. <input type="checkbox"/> Identify sound substitution in words with 2 to 3 phonemes. <input type="checkbox"/> Identify the individual sounds in a spoken word. |
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Phonics

7. *Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
- Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.
Examples: x=/ks/; q=/kw/; a=/ă/ and /ā/, s=/s/ and /z/
 - Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.
 - Decode words with digraphs, trigraphs, and combinations, including digraphs ck, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.
 - Decode words with a after w read /ă/ and a before l read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
 - With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.
Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y
 - Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.
Examples: fly, my; baby, happy; myth, gym
 - Decode regularly spelled one-syllable words with vowel-r syllables, including a r, er, ir, or, and ur.
 - With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.
 - With prompting and support, decode words that follow the -ild, -ost, -old, -olt, and -ind patterns.
Examples: mild, host, fold, jolt, kind

- j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
- k. With prompting and support, decode words with silent letter combinations.
Examples: kn, wr, mb, gh, gn
- l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.
- m. With prompting and support, decode words with common suffixes, including words with dropped e and y - to-l changes for suffix addition.
Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly
- n. Decode contractions with am, is, has, and not.
Examples: I'm, he's, she's, isn't, don't
- o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
Examples: saw, all, made, can, his, walk, let, open, time

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.7.1: Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills. <input type="checkbox"/> ELA.1.7.2: Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills. <input type="checkbox"/> ELA.1.7.3: Identify consonant letters. <input type="checkbox"/> ELA.1.7.4: Produce the most common consonant sounds, including <i>x</i> and <i>q</i>. <input type="checkbox"/> ELA.1.7.5: Identify the vowel in a closed syllable when decoding. <input type="checkbox"/> ELA.1.7.6: Produce the short vowel sound for the five major vowels when decoding closed syllables. <input type="checkbox"/> ELA.1.7.7: Decode CVC words in isolation and in decodable text. <input type="checkbox"/> ELA.1.7.8: Identify the vowel in an open syllable when decoding. <input type="checkbox"/> ELA.1.7.9: Produce the long-vowel sound for the five major vowels when decoding open syllables. <input type="checkbox"/> ELA.1.7.10: Identify the vowel-consonant-e syllable pattern. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use beginning and ending consonants to decode single syllable words. <input type="checkbox"/> Use two-letter consonants blends to decode single-syllable words. <input type="checkbox"/> Use beginning consonant digraphs to decode single syllable words. <input type="checkbox"/> Use short vowel sounds to decode single-syllable words. <input type="checkbox"/> Blend beginning, middle, and ending sounds to recognize and read words. <input type="checkbox"/> Use word patterns to decode unfamiliar words. <input type="checkbox"/> Read simple two-syllable compound words. <input type="checkbox"/> Read commonly used sight words. <input type="checkbox"/> Identify each sound for each letter of the alphabet. <input type="checkbox"/> Mimic each letter sound for each letter of the alphabet. <input type="checkbox"/> Identify initial, medial, final sounds in words. <input type="checkbox"/> Understand how to identify words with one-syllable. <input type="checkbox"/> Identify words with soft /g/ and /c/ sounds. <input type="checkbox"/> Identify words with hard /g/ and /c/ sounds.

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| <ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.7.11: Produce the long-vowel sounds for the five major vowels in vowel-consonant-<i>e</i> syllables. <input type="checkbox"/> ELA.1.7.12: Decode words with suffix <i>-s</i>, using knowledge of unvoiced /<i>s</i>/ and voiced /<i>z</i>/ sounds for letter <i>s</i>. <input type="checkbox"/> ELA.1.7.13: Produce the most frequent sound for digraphs <i>ck</i>, <i>sh</i>, <i>th</i>, <i>ch</i>, <i>wh</i>, and <i>ng</i>. <input type="checkbox"/> ELA.1.7.14: Produce the combination <i>qu</i> sound. <input type="checkbox"/> ELA.1.7.15: Begin making the connection that a two-letter grapheme can represent one phoneme (sound). <input type="checkbox"/> ELA.1.7.16: Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, such as <i>am</i>, <i>at</i>, <i>get</i>, <i>like</i>, <i>make</i>, <i>that</i>, <i>this</i>, <i>me</i>, <i>she</i>, <i>be</i>. | <ul style="list-style-type: none"> <input type="checkbox"/> With prompting, identify words with vowel /<i>y</i>/ in the final position. <input type="checkbox"/> Distinguish long and short vowels. <input type="checkbox"/> Repeat regularly spelled one-syllable words with vowel-<i>r</i> syllables, including <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, and <i>ur</i>. <input type="checkbox"/> With prompting and support, decode words with common vowel team syllables, including <i>ai</i>, <i>ay</i>, <i>ee</i>, <i>ea</i>, <i>igh</i>, <i>ie</i>, <i>oa</i>, <i>ou</i>, <i>ow</i>, <i>au</i>, <i>aw</i>, <i>oe</i>, <i>oo</i>, <i>ew</i>, <i>oi</i>, <i>oy</i>, and <i>ue</i>. <input type="checkbox"/> Repeat words that follow the <i>-ild</i>, <i>-ost</i>, <i>-old</i>, <i>-olt</i>, and <i>-ind</i> patterns. <input type="checkbox"/> Identify and repeat compound words. <input type="checkbox"/> Identify words with silent letter combinations. <input type="checkbox"/> Identify and repeat words with common prefixes including <i>un-</i>, <i>dis-</i>, <i>in-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>non-</i>, and <i>ex-</i>. <input type="checkbox"/> Identify and repeat words with common suffixes, including words with dropped <i>e</i> and <i>y</i> to <i>i</i> changes. <input type="checkbox"/> Identify contractions. <input type="checkbox"/> Match and repeat high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. |
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Fluency

8. *Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.

Learning Objectives

- ELA.1.8.1:** Decode words accurately and automatically by applying previously taught phoneme-grapheme correspondences.

Prior Knowledge

- Blend and segment multisyllabic words at the syllable level.
- Blend and segment one syllable words into phonemes including onset and rime.
- Identify words according to shared beginning and/or ending sound.
- Blend sounds to make one syllable words.
- Segment one-syllable words into individual phonemes.

9. *Read grade-appropriate texts with accuracy and fluency.

- a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.
- b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification.
- c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme.

Example: Pause between stanzas and between lines where punctuation indicates.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.9.1: Read orally with appropriate expression. <input type="checkbox"/> ELA.1.9.2: Read orally at an appropriate rate. <input type="checkbox"/> ELA.1.9.3: Read orally with appropriate accuracy. <input type="checkbox"/> ELA.1.9.4: Reread orally to improve accuracy, rate, and expression. <input type="checkbox"/> ELA.1.9.5: Recognize and correct errors when reading a decodable text. <input type="checkbox"/> ELA.1.9.6: Read with pauses between stanzas and where punctuation indicates. <input type="checkbox"/> ELA.1.9.7: Identify stanzas in a poem. <input type="checkbox"/> ELA.1.9.8: Identify different types of punctuation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read emergent-reader texts with purpose and understanding. <input type="checkbox"/> Accurately read and blend CVC spelled words. <input type="checkbox"/> Recognize commonly spelled sight words. <input type="checkbox"/> Participate in a variety of oral language activities, including choral speaking, and reciting short poems, rhymes, songs, and stories with repeated patterns. <input type="checkbox"/> Recognize and self-correct when decoding and recognizing high frequency words.

10. *Read high-frequency words commonly found in grade-appropriate text.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.10.1: Recognize and read grade-appropriate high-frequency words with accuracy and automaticity. (For example, a student can read the target high-frequency word accurately and automatically three times in a row on different days.) <input type="checkbox"/> ELA.1.10.2: Distinguish long and short vowels when reading regularly spelled one- syllable words. <input type="checkbox"/> ELA.1.10.3: Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> ELA.1.10.4: Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> ELA.1.10.5: Decode words with common prefixes and suffixes. <input type="checkbox"/> ELA.1.10.6: Identify words with inconsistent but common spelling-sound correspondences. <input type="checkbox"/> ELA.1.10.7: Recognize and read irregularly spelled words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Reproduce the long and short sounds of the five major vowels. <input type="checkbox"/> Match letter sounds to letter names. <input type="checkbox"/> Read CVC words with sufficient accuracy and fluency. <input type="checkbox"/> Identify sound-letter correspondence with automaticity.

Vocabulary

11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
- a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

Learning Objectives

- ELA.1.11.1:** Utilize grade-appropriate vocabulary.
- ELA.1.11.2:** Relate new vocabulary words to background knowledge.
- ELA.1.11.3:** Make connections to a word's structure using speech sounds, meaningful word parts, and spelling of the word to aid learning.
- ELA.1.11.4:** With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary.
- ELA.1.11.5:** Make connections to previously learned vocabulary words.

Prior Knowledge

- Discuss meanings of words in context.
- Ask for the meaning of unknown words and make connections to familiar words.
- Use text clues such as words or pictures to discern meanings of unknown words.
- Use known vocabulary from other content areas.
- Identify the main root word.
- Make a connection from previously learned words.
- Read CVC words with sufficient accuracy and fluency.
- Identify sound-letter correspondence with automaticity.
- Follow words from left to right, top to bottom, and page-by-page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Recognize and name all upper and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read common high-frequency words by sight.

12. *Ask and answer questions about unfamiliar words and phrases in discussions and/or text.

- a. Identify possessives and plurals and use them as clues to the meaning of text.

Example: Jack's coat, mom's car; pigs, pig's, pigs'.

- b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est.

Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.

- c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.

Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous. Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk. Discuss synonyms and antonyms.

Learning Objectives

- ELA.1.12.1: Describe the relationship between words, including relating them to synonyms and antonyms.
- ELA.1.12.2: Ask and answer questions about unfamiliar words in discussions and/or text.
- ELA.1.12.3: Use the possessives and plurals of a word to determine the meaning of a text, like *Jack's coat, mom's car*.
- ELA.1.12.4: Identify possessives and plurals of words, such as *pigs, pig's, pigs'*.
- ELA.1.12.5: Utilize morphemes as clues to identify the meaning of unknown words.
- ELA.1.12.6: Recognize meaningful parts of words (morphemes).
- ELA.1.12.7: Use affixes as clues to the meaning of unknown words.
- ELA.1.12.8: Identify frequently occurring root words and their inflectional forms.
- ELA.1.12.9: Ask and answer questions about unfamiliar words in discussions and/or text.

Prior Knowledge

- Ask for the meaning of unknown words and make connections to known familiar words.
- Use known vocabulary from other content areas to make connections to known familiar words.
- Use text clues such as words or pictures to discern meanings of unknown words.
- Use common singular and plural nouns.
- Build vocabulary by listening to discussions as well as reading a variety of text.
- Use vocabulary from other content areas.
- Identify possessives as meaning ownership.
- Identify plurals as meaning more than one.
- Recognize the base word and understand the meaning.
- Group words with similar meanings.
- Match words with their opposite.

13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.13.1: Apply new meanings for familiar words accurately.<input type="checkbox"/> ELA.1.13.2: Identify new meanings for familiar words.<input type="checkbox"/> ELA.1.13.3: Use information found in text to determine the meaning of words or phrases that are unknown or that have multiple meanings.	<ul style="list-style-type: none"><input type="checkbox"/> Use sentence-level as a clue to the meaning of a word or phrase.<input type="checkbox"/> Use frequently occurring affixes as a clue to the meaning of a word.<input type="checkbox"/> Identify frequently occurring base words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

14. *Sort and categorize groups of words or pictures based on meaning and label each category.

Examples: colors, clothes, animals with wings

Learning Objectives

- ELA.1.14.1:** Arrange pictures of items, foods, etc. into categories. For example, hammer, nails, and a screwdriver into the category of *Tools*.
- ELA.1.14.2:** Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge.

Prior Knowledge

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- 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).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).

15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.

Learning Objectives

- ELA.1.15.1:** Use previously taught vocabulary words, including nouns, verbs, and adjectives, when speaking and in writing.

Prior Knowledge

- Identify adjectives as words to describe various objects.
- Mimic saying adjectives that describe various objects.

16. Use grade-appropriate academic vocabulary in speaking and writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.16.1: Produce and expand complete sentences in shared language activities.<input type="checkbox"/> ELA.1.16.2: Use new and previously taught vocabulary in complete sentences in shared language activities.<input type="checkbox"/> ELA.1.16.3: Use previously taught vocabulary words, including nouns, verbs, and adjectives, when speaking and in writing.<input type="checkbox"/> ELA.1.16.4: Use new words and phrases that were acquired through conversations, reading, and being read to, and responding to text.	<ul style="list-style-type: none"><input type="checkbox"/> Use words, phrases, and sentences.<input type="checkbox"/> Use titles and pictures to aid in grade appropriate vocabulary.<input type="checkbox"/> Use information within the story to read words.<input type="checkbox"/> Use knowledge of sentence structure.<input type="checkbox"/> Use knowledge of story structure.<input type="checkbox"/> Reread and self-correct.

Comprehension

17. *Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.

Learning Objectives

- ELA.1.17.1:** Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.

Prior Knowledge

- Initiate conversations with peers.
- Follow rules for conversation using appropriate voice level in small-group settings.
- Build on others' talk in conversations by responding to the comments of others in multiple exchanges.
- Ask and respond to questions.

18. *Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.

Learning Objectives

- ELA.1.18.1:** With prompting and support, modify words and/or phrases to create simple sentences, including declarative and interrogative.

Prior Knowledge

- Write simple sentences that convey meaning to recount one sequenced event.
- Use temporal words with pictures to demonstrate order of events.
- Sequence pictures of events in the order in which they occurred.

19. *Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> ELA.1.19.1: With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	<input type="checkbox"/> Identify the difference between informational text and fairy tale. <input type="checkbox"/> Differentiate the difference in real and not real. <input type="checkbox"/> Recognize common types of text. <input type="checkbox"/> Mimic poems and stories with repeated rhyme.

20. *Use text features to locate key facts or information in printed or digital text.

Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations

Learning Objectives

- ELA.1.20.1:** Describe the relationship between illustrations and the text in which they appear.
- ELA.1.20.2:** Describe the portion of a text depicted by an illustration.
- ELA.1.20.3:** With prompting and support, use titles, headings, illustrations, and text clues to identify the topic of texts.

Prior Knowledge

- Locate various text features.
- Recall information from illustrations or text.
- Recognize printed material as containing information.

21. *Identify the main topic and key details of literary and informational texts.

Learning Objectives	Prior Knowledge
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.21.1: Identify the main topic in an informational text. <input type="checkbox"/> ELA.1.21.2: Identify key details in an informational text. 	<ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, identify the main topic and key details of literary and informational text. <input type="checkbox"/> Describe a picture showing the main topic and key details of a text. <input type="checkbox"/> Point to pictures showing key details of a text. <input type="checkbox"/> Draw a picture about the topic of a text. <input type="checkbox"/> Point to a picture about the topic of a text.

22. Ask and answer questions about key details in literary and informational texts.

Learning Objectives

With prompting and support,

- ELA.1.22.1:** Ask questions about key details in literary and informational texts.
- ELA.1.22.2:** Answer questions about key details in literary and informational texts.

Prior Knowledge

- With prompting and support, ask and answer questions about key details within a text.
- Identify the concept of questions and statements.
- Identify the difference of a question and a statement.
- Respond to questions about details within a text.
- Respond to yes and no questions about details in a text.

23. *Identify and describe the main story elements in a literary text.

- a. Describe the characters and settings, using illustrations and textual evidence from a story.
- b. Retell the plot or sequence of major events in chronological order.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.23.1: Orally retell a text, including main character(s), setting, and important events in logical order. <input type="checkbox"/> ELA.1.23.2: Describe the main story elements (characters, settings, and important events) in a literary text. <input type="checkbox"/> ELA.1.23.3: Recall key details and important events in a text. <input type="checkbox"/> ELA.1.23.4: Identify the main story elements (characters, settings, and important events) in a literary text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify characters, setting, and major events within a story. <input type="checkbox"/> Identify the major events within a story. <input type="checkbox"/> Identify the setting of a story. <input type="checkbox"/> Identify a picture of a familiar person within a story.

24. Identify who is telling the story, using evidence from the text.

a. Use the term narrator to refer to the speaker who is telling the story.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.24.1: Match characters to the story.<input type="checkbox"/> ELA.1.24.2: Identify who the narrator is.<input type="checkbox"/> ELA.1.24.3: Identify characters, settings, and major events in a story.	<ul style="list-style-type: none"><input type="checkbox"/> With prompting and support, identify characters, settings, and major events within a story.<input type="checkbox"/> Match characters to the story.<input type="checkbox"/> Identify narrator as the one who tells the story.<input type="checkbox"/> Identify characters throughout the story.<input type="checkbox"/> Match characters to the story.

25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.25.1: Respond to questions about connections between two real-life people, objects, or actions in pictures.<input type="checkbox"/> ELA.1.25.2: Describe real-life people, objects, and actions.<input type="checkbox"/> ELA.1.25.3: Sort pictures of people, objects, and actions.<input type="checkbox"/> ELA.1.25.4: Identify pictures of people, objects, and actions.	<ul style="list-style-type: none"><input type="checkbox"/> Set a purpose for reading.<input type="checkbox"/> Relate previous experiences to what is being read.<input type="checkbox"/> Make and confirm predictions.<input type="checkbox"/> Ask and answer who, what, when, where, why, and how questions about what is being read.<input type="checkbox"/> Identify characters, setting and important events.<input type="checkbox"/> Retell stories and events, using beginning, middle and end.<input type="checkbox"/> Identify the main idea or theme.

26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.26.1: Make predictions about an ending in a literary text using text clues.<input type="checkbox"/> ELA.1.26.2: Identify the main idea in a literary text using text clues.	<ul style="list-style-type: none"><input type="checkbox"/> Attend to discussion regarding the central message or moral of a literary text.

27. Make predictions using information found within a literary text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.27.1: Make predictions about an ending in a literary text using text clues.<input type="checkbox"/> ELA.1.27.2: Identify the main idea in a literary text using text clues.	<ul style="list-style-type: none"><input type="checkbox"/> Attend to discussion regarding predictions using information found in a literary text.

28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.28.1: Self-monitor comprehension.<input type="checkbox"/> ELA.1.28.2: Summarize text.<input type="checkbox"/> ELA.1.28.3: Reread for clarity.	<ul style="list-style-type: none"><input type="checkbox"/> Attend to oral reading of a literary text with pauses or rereading for clarification when comprehension is lacking.

29. Compare and contrast texts.

- a. Compare and contrast characters, settings, and major events in literary texts.
- b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text.
- c. Point out similarities and differences between two texts on the same topic.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.29.1: Identify similarities (compare) of the experiences of characters.<input type="checkbox"/> ELA.1.29.2: Identify differences (contrast) of the experiences of characters.<input type="checkbox"/> ELA.1.29.3: Identify similarities between two informational texts on the same topic.<input type="checkbox"/> ELA.1.29.4: Identify differences between two informational texts on the same topic.<input type="checkbox"/> ELA.1.29.5: Identify characters in a literary text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify characteristics of characters, settings, and major events in a text.<input type="checkbox"/> Attend to a discussion or activity to compare and contrast characters, settings, and major events in literary texts.<input type="checkbox"/> Attend to discussion or activity to describe connections between individuals, events, ideas, or pieces of information in an informational text.<input type="checkbox"/> Attend to discussion or activity to point out similarities and differences between two texts on the same topic.

Writing

30. *Write legibly, using proper pencil grip.

- a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.
- b. Print first and last names using proper letter formation, capitalization, and punctuation.
Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker
- c. Use lower case letters in the majority of written work, using capitals only when appropriate.
- d. Write letters of the English alphabet in alphabetical order from memory.

Learning Objectives

- ELA.1.30.1: Print legibly.
- ELA.1.30.2: Print upper- and lowercase letters.
- ELA.1.30.3: Use correct approach strokes to form letters.
- ELA.1.30.4: Place letters correctly on a line.
- ELA.1.30.5: With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.
- ELA.1.30.6: With prompting and support, use capital and lowercase letters correctly when writing.
- ELA.1.30.7: Use proper pencil grip.

Prior Knowledge

- Hold a pencil.
- Write letters and numbers.
- Recognize the letters of the alphabet, upper and lowercase.
- Print each letter of the alphabet.
- Identify first and last name.
- Trace first and last name.
- Write letters of the alphabet.
- Basic knowledge that capital letters are only used sometimes.
- Say/recognize the letters of the alphabet in order.

31. *Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
- a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.
Examples: /k/=k before i, e, or y as in kit; /k/=c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck
 - b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.
Examples: he, me, she, go, no
 - c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.
Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl
Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.
 - d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.
Examples: sh, th, ch, wh, ng, ck
 - e. Encode words with vowel-consonant-e syllable patterns.
Examples: hike, spike, joke, dime, make
 - f. With prompting and support, encode words with the common vowel teams and diphthongs.
Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh
 - g. With prompting and support, encode words with vowel-r combinations a r, or, er, ir, and ur.
 - h. With prompting and support, encode words with final /ch/ sound spelled -ch and -tch.
Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in munch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch
 - i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.
Examples: cliff, hill, pass
 - j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.
Examples: have, give, save

- k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
Examples: am, at, can, he, we, be, in, it, came, like
- l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.
Examples: said, are, to
- m. Encode words with suffixes -s, -es, -ing, -ed, -er, and -est.
Examples: dogs, wishes, jumping, jumped, faster, fastest
- n. With prompting and support, encode words with common prefixes re-, un-, and mis-.
- o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.
Examples: hear/here; for/four; to/too/two.
Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with tw: twin, twice, between, tweezers.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.31.1: Encode grade-appropriate high-frequency words using their knowledge of phoneme-grapheme correspondences and irregular spelling patterns. <input type="checkbox"/> ELA.1.31.2: Encode (spell) words by applying knowledge of phoneme-grapheme correspondences and spelling rules. <input type="checkbox"/> ELA.1.31.3: Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters. <input type="checkbox"/> ELA.1.31.4: Apply knowledge of final /v/ sound to encode words with final /v/ sound, using knowledge that no English word ends with a v. <input type="checkbox"/> ELA.1.31.5: Encode using a grapheme(s)/spelling(s) that corresponds with a sound (phoneme), such as /b/=b, /m/=m, /k/=k, c, -ck. <input type="checkbox"/> ELA.1.31.6: Encode words with final /h/ sound spelled -ch and -tch. <input type="checkbox"/> ELA.1.31.7: Identify frequently confused homophones. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and pronounce letters and letters sounds. <input type="checkbox"/> Identify vowels & consonants and their position. <input type="checkbox"/> Connect the two-consonant sounds. <input type="checkbox"/> Identify vowel teams and diphthongs. <input type="checkbox"/> Repeat words with common vowel teams and diphthongs. <input type="checkbox"/> Identify & Repeat words with vowel-r combinations <i>ar, or, er, ir, & ur.</i> <input type="checkbox"/> Identify and repeat words with final /ch/ sounds spelled <i>-ch</i> and <i>-tch.</i> <input type="checkbox"/> Identify and repeat words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound. <input type="checkbox"/> Identify and repeat words with final /v/ sound. <input type="checkbox"/> Recognize phoneme-graphemes (e.g., <i>-ck, /k/</i>). <input type="checkbox"/> Recognize grade-appropriate high frequency words.

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| <ul style="list-style-type: none"><input type="checkbox"/> ELA.1.31.8: Encode words with vowel r combinations a r, or, er, ir, and ur.<input type="checkbox"/> ELA.1.31.9: Encode words with the common vowel teams and diphthongs.<input type="checkbox"/> ELA.1.31.10: Encode words with vowel-consonant-e syllable patterns.<input type="checkbox"/> ELA.1.31.11: Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings.<input type="checkbox"/> ELA.1.31.12: Encode consonant-vowel (CV) words using knowledge of open syllable patterns.<input type="checkbox"/> ELA.1.31.13: Identify words with common prefixes.<input type="checkbox"/> ELA.1.31.14: Apply knowledge of suffixes to grammar activities.<input type="checkbox"/> ELA.1.31.15: Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences.<input type="checkbox"/> ELA.1.31.16: Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. | <ul style="list-style-type: none"><input type="checkbox"/> Identify and repeat words with suffixes <i>-s, -es, -ing, -ed, -er,</i> and <i>-est.</i> |
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32. *Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

- a. Identify the required features of a sentence, including capitalization of the first word and end punctuation.
- b. Transcribe spoken words to demonstrate that print represents oral language.
- c. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought.
- d. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys.
- e. Write the correct number of words, with proper spacing, for a spoken phrase or sentence.
- f. Begin each sentence with a capital letter.
- g. Capitalize the pronoun I and names of individuals.
- h. Use commas in dates and words in a series.
- i. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.

Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.32.1: Write abiding by the rules of standard English grammar, punctuation, capitalization, and spelling. <input type="checkbox"/> ELA.1.32.2: Write words in a variety of classroom activities. <input type="checkbox"/> ELA.1.32.3: Compose a simple, complete sentence. <input type="checkbox"/> ELA.1.32.4: Identify a verb in a sentence. <input type="checkbox"/> ELA.1.32.5: Identify the noun in a sentence. <input type="checkbox"/> ELA.1.32.6: Write a variety of phrases from dictation. <input type="checkbox"/> ELA.1.32.7: Space words when writing. <input type="checkbox"/> ELA.1.32.8: With minimal prompting, utilizes a capital letter at the beginning of a sentence. <input type="checkbox"/> ELA.1.32.9: Capitalize the pronoun I in writing activities about themselves. <input type="checkbox"/> ELA.1.32.10: Demonstrate knowledge of commas being used in a series of words. <input type="checkbox"/> ELA.1.32.11: Demonstrate knowledge of a comma being utilized in writing a date. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify sentences as consisting of words. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequence of letters. <input type="checkbox"/> Understand that words are commonly separated by spaces. <input type="checkbox"/> Recognize and name all uppercase letters of the alphabet. <input type="checkbox"/> Recognize the beginning and end of a sentence. <input type="checkbox"/> Recognize basic punctuation for sentences (period, exclamation mark, question mark). <input type="checkbox"/> Recognize print that has been transcribed. <input type="checkbox"/> Recognize print in the environment. <input type="checkbox"/> Identify a subject. <input type="checkbox"/> Identify a predicate. <input type="checkbox"/> Make a complete thought. <input type="checkbox"/> Identify common nouns, verbs, and adjectives. <input type="checkbox"/> Be able to write words. <input type="checkbox"/> Identify capital letters at the beginning of a sentence.

ELA.1.32.12: Demonstrate knowledge of punctuation ending a sentence.

Identify pronoun I and names of individuals.
 Identify the current date.

33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> ELA.1.33.1: Write for various purposes and audiences across different genres, with teacher assistance.	<input type="checkbox"/> State how they will participate. <input type="checkbox"/> State their role. <input type="checkbox"/> Recall knowledge from their own background. <input type="checkbox"/> Demonstrate interest in writing projects.

34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.34.1: Draw, create or write events in chronological order.<input type="checkbox"/> ELA.1.34.2: Share their feelings about a narrative, using drawing, dictating, and/or writing.	<ul style="list-style-type: none"><input type="checkbox"/> Identify and sequence 3 major events.

35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.35.1: Identify details of a text in a shared explanatory activity.<input type="checkbox"/> ELA.1.35.2: Identify details of a text in a shared informative activity.<input type="checkbox"/> ELA.1.35.3: Understand that the end of a story should provide closure.<input type="checkbox"/> ELA.1.35.4: Distinguish between fact and fiction (true/false).	<ul style="list-style-type: none"><input type="checkbox"/> Identify 3 major facts from a source.

36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.36.1: Give an opinion about a topic in a classroom activity.<input type="checkbox"/> ELA.1.36.2: Give details to support their opinion about an activity.<input type="checkbox"/> ELA.1.36.3: Give an opinion for an activity chosen.<input type="checkbox"/> ELA.1.36.4: Understand what an opinion is.	<ul style="list-style-type: none"><input type="checkbox"/> Give an opinion or identify a picture that represents an opinion on a topic.<input type="checkbox"/> Make a choice in activities presented.

37. With prompting and support, write simple poems about a chosen subject.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.37.1: With prompting and support identify simple poems.<input type="checkbox"/> ELA.1.37.2: With prompting and support name some characteristics of poems.<input type="checkbox"/> ELA.1.37.3: With prompting and support, compose writing for varied purposes and audiences, across different genres.	<ul style="list-style-type: none"><input type="checkbox"/> Attend to reading of poetry.

38. *Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.38.1: Decide on a topic they would like to write about. <input type="checkbox"/> ELA.1.38.2: Write sentences with appropriate spacing between words. <input type="checkbox"/> ELA.1.38.3: Create a sentence with punctuation at the end of the sentence. <input type="checkbox"/> ELA.1.38.4: Create a sentence with a capital letter at the front. <input type="checkbox"/> ELA.1.38.5: Create a sentence with punctuation at the end of the sentence. <input type="checkbox"/> ELA.1.38.6: Write words that create a sentence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to write letters, words, numbers. <input type="checkbox"/> Recognize the top and bottom of the page. <input type="checkbox"/> Identify the left-to-right direction. <input type="checkbox"/> Place a space between words.

39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.39.1: Plan, revise, edit, and use suggestions from peers and adults to improve pictorial and written presentations.<input type="checkbox"/> ELA.1.39.2: Recognize writing that has been planned, revised, and edited versus writing that has not been.<input type="checkbox"/> ELA.1.39.3: Use strategies for the revision process.<input type="checkbox"/> ELA.1.39.4: Apply constructive criticism.<input type="checkbox"/> ELA.1.39.5: Recognize the difference between constructive criticism between unconstructive criticism.	<ul style="list-style-type: none"><input type="checkbox"/> Write a complete sentence.<input type="checkbox"/> Know correct orientation of the paper.<input type="checkbox"/> Write top to bottom, left to right.<input type="checkbox"/> Differentiated between fact and opinion.

40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.1.40.1: Use adjectives to describe.<input type="checkbox"/> ELA.1.40.2: Describe ideas or thoughts with feelings.<input type="checkbox"/> ELA.1.40.3: Understand that an adjective can add to a description.	<ul style="list-style-type: none"><input type="checkbox"/> Identify words that describe ideas, thoughts, and feelings.

41. *Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.41.1: Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. <input type="checkbox"/> ELA.1.41.2: Match words to letters of the alphabet on a visual chart. <input type="checkbox"/> ELA.1.41.3: Recognize and name all upper- and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize correct order of the letters of the alphabet. <input type="checkbox"/> Group words that begin with the same letter. <input type="checkbox"/> Participate in upper- and lowercase letter classroom activities. <input type="checkbox"/> Understand the order of the alphabet.

42. Participate in shared research and writing projects to answer a question or describe a topic.
- a. Recall information from experiences to contribute to shared research and writing projects.
 - b. Gather information from provided sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.1.42.1: Work collaboratively with peers and adults in research and writing projects. <input type="checkbox"/> ELA.1.42.2: Use research and writing to answer questions about a topic. <input type="checkbox"/> ELA.1.42.3: Use research and writing to describe a topic. <input type="checkbox"/> ELA.1.42.4: Recall information from personal experiences. <input type="checkbox"/> ELA.1.42.5: Include information from personal experiences in research and writing projects. <input type="checkbox"/> ELA.1.42.6: Use strategies to gather information from provided sources to research and write about a topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> With support, participate in shared research to answer a question. <input type="checkbox"/> Answer a simple "wh" question with choices. <input type="checkbox"/> Identify sources of information such as book, magazine, computer, iPad.

43. *Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.

Learning Objectives

- ELA.1.43.1:** Collaborate with peers to use a variety of digital tools to produce and publish writing.
- ELA.1.43.2:** Use a variety of digital tools to produce and publish writing independently.

Prior Knowledge

- Identify digital tools such as iPad, computer, etc.
- Use keyboard/keypad to enter words.
- Identify icons for basic writing skills.

Grade 2

LITERACY FOUNDATIONS

Oral Language

1. *Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.

Learning Objectives

- ELA.2.1.1:** Carry on a conversation through multiple exchanges by listening to others and taking turns speaking.
- ELA.2.1.2:** Add to conversations about grade-appropriate topics and texts.
- ELA.2.1.3:** Take turns speaking.
- ELA.2.1.4:** Respond to the comments of others.
- ELA.2.1.5:** Extend conversations.
- ELA.2.1.6:** Converse with peers and adults.
- ELA.2.1.7:** Converse in small and large groups.
- ELA.2.1.8:** Ask clarifying questions.
- ELA.2.1.9:** Listen attentively to conversations about grade-appropriate topics and texts.
- ELA.2.1.10:** Use the agreed-upon rules for discussions.

Prior Knowledge

- Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
- Use language to express ideas on a topic in complete sentences.
- Listen with comprehension and follow multiple step directions.

2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.
- Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
 - Use complex sentence structures when speaking.
 - Ask and answer questions to seek help, clarify meaning, or get information.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.2.1: Demonstrate understanding that information can be presented for different purposes. <input type="checkbox"/> ELA.2.2.2: Ask and answer specific questions to understand and solve problems. <input type="checkbox"/> ELA.2.2.3: Speak in complete sentences with correct word order when presenting information orally, with guidance and support. <input type="checkbox"/> ELA.2.2.4: Speak in complete sentences and use appropriate volume to present information orally. <input type="checkbox"/> ELA.2.2.5: Orally describe relevant details about the people, places, things, and events in a story containing three to five events. 	<ul style="list-style-type: none"> <input type="checkbox"/> Combine 5-8 words together into sentences. <input type="checkbox"/> Engage in storytelling and pretend play, using oral language. <input type="checkbox"/> Stay on topic when speaking. <input type="checkbox"/> Recite poems, rhymes, songs, and stories. <input type="checkbox"/> Relate an important life event or personal experience in a simple sequence. <input type="checkbox"/> Provide descriptions with careful attention to sensory detail. <input type="checkbox"/> Use visual aids such as pictures and objects to present oral information. <input type="checkbox"/> Use descriptive words when speaking about people, places, things, and events. <input type="checkbox"/> Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions. <input type="checkbox"/> Listen attentively and ask questions for clarification and understanding. <input type="checkbox"/> Give, restate, and follow simple two-step directions.

3. Demonstrate oral literacy skills by participating in a variety of oral language activities.

Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.3.1: Apply background knowledge by actively engaging in teacher-led reading experiences and collaborative discussions with peers.<input type="checkbox"/> ELA.2.3.2: Describe people, places, things, and events.<input type="checkbox"/> ELA.2.3.3: Use relevant details in descriptions.<input type="checkbox"/> ELA.2.3.4: Express ideas.<input type="checkbox"/> ELA.2.3.5: Actively participate in teacher-led choral and shared reading experiences.<input type="checkbox"/> ELA.2.3.6: Attend shared reading and discussions to build background knowledge and learn new information.	<ul style="list-style-type: none"><input type="checkbox"/> Recite poems, rhymes, songs, and stories.<input type="checkbox"/> Relate an important life event or personal experience in a simple sequence.<input type="checkbox"/> Provide descriptions with careful attention to sensory detail.

4. *Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.4.1: Apply strategies to help formulate an opinion of "how" to a scenario. <input type="checkbox"/> ELA.2.4.2: Apply strategies to help formulate an opinion of "why" to a scenario. <input type="checkbox"/> ELA.2.4.3: Answer questions pertaining to "where." <input type="checkbox"/> ELA.2.4.4: Answer questions pertaining to "when." <input type="checkbox"/> ELA.2.4.5: Answer questions pertaining to "what." <input type="checkbox"/> ELA.2.4.6: Answer questions pertaining to "who." <input type="checkbox"/> ELA.2.4.7: Demonstrate understanding of the concept of "where." <input type="checkbox"/> ELA.2.4.8: Demonstrate understanding of the concept of "when." <input type="checkbox"/> ELA.2.4.9: Demonstrate understanding of the concept of "what." <input type="checkbox"/> ELA.2.4.10: Demonstrate understanding of the concept of "who." <input type="checkbox"/> ELA.2.4.11: Ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media with guidance and support. <input type="checkbox"/> ELA.2.4.12: Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format. <input type="checkbox"/> ELA.2.4.13: Describe people, places, things, and events. <input type="checkbox"/> ELA.2.4.14: Use relevant details in descriptions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer simple questions in the school environment. <input type="checkbox"/> Apply vocabulary in discussions. <input type="checkbox"/> Express opinions and ideas. <input type="checkbox"/> State a preference. <input type="checkbox"/> Purposefully make a choice.

5. Create recordings of stories or poems.

Learning Objectives

- ELA.2.5.1:** Participate in teacher-led choral and shared reading experiences.

Prior Knowledge

- Listen to and understand oral communication.
- Read stories aloud.
- Understand how punctuation affects fluency.

6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.6.1: Orally describe relevant details about the people, places, things, and events in a story containing three to five events.<input type="checkbox"/> ELA.2.6.2: Speak in complete sentences with correct word order when presenting information orally, with guidance and support.<input type="checkbox"/> ELA.2.6.3: Speak audibly in a variety of settings.<input type="checkbox"/> ELA.2.6.4: Articulate thoughts clearly.<input type="checkbox"/> ELA.2.6.5: Articulate feelings clearly.<input type="checkbox"/> ELA.2.6.6: Articulate ideas clearly.	<ul style="list-style-type: none"><input type="checkbox"/> Participate in discussions about a text.<input type="checkbox"/> Retell stories or share information from a text.<input type="checkbox"/> Develop and answer questions about characters, major events, and pieces of information in a text.<input type="checkbox"/> Describe the relationship between illustrations and the text.

7. Demonstrate standard English usage when speaking.
 - a. Use collective nouns.
 - b. Form and use frequently occurring irregular plural nouns.
 - c. Use reflexive pronouns.
 - d. Form and use past tense forms of frequently occurring irregular verbs.
 - e. Use adjectives and adverbs.
 - f. Produce and expand complete simple and compound sentences when speaking.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.7.1: Speak using word endings to indicate plural nouns, possessive nouns, and changes in verb tense. <input type="checkbox"/> ELA.2.7.2: Utilize age-appropriate words that form irregular plurals in conversation, such as <i>foot/feet</i>, <i>tooth/teeth</i>, <i>mouse/mice</i>. <input type="checkbox"/> ELA.2.7.3: Use reflexive pronouns (e.g., myself, ourselves). <input type="checkbox"/> ELA.2.7.4: Use new and previously taught vocabulary in complete sentences in shared language activities. <input type="checkbox"/> ELA.2.7.5: Use previously taught vocabulary words, including nouns, verbs, adverbs, and adjectives, when speaking and in writing. <input type="checkbox"/> ELA.2.7.6: Produce and expand complete sentences in shared language activities. <input type="checkbox"/> ELA.2.7.7: Speak in complete sentences with correct word order when presenting information orally, with guidance and support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. <input type="checkbox"/> Participate in conversations through multiple exchanges. <input type="checkbox"/> Consider individual differences when communicating with others. <input type="checkbox"/> Identify the speaker. <input type="checkbox"/> Sort common objects into categories of person, place, or thing. <input type="checkbox"/> Understand a group is more than one. <input type="checkbox"/> Able to name what they can see around them. <input type="checkbox"/> Understand plural means more than one. <input type="checkbox"/> Identify adjectives. <input type="checkbox"/> Identify pronouns. <input type="checkbox"/> Identify verbs in sentences. <input type="checkbox"/> Understand past tense. <input type="checkbox"/> Identify senses. <input type="checkbox"/> Participate in collaborative conversations with diverse peers and adults in both small and large groups and during play. <input type="checkbox"/> Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. <input type="checkbox"/> Describe familiar people, places, things, and events. <input type="checkbox"/> Express thoughts, feelings, and ideas.

Phonological Awareness/Phonemic Awareness

8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly confused vowel sounds and commonly confused cognate consonant sounds.

Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ě/ and /ĩ/, /ě/, and /ă/

Note: This is extremely important as a foundational phonemic awareness skill for all learners.

Learning Objectives

- ELA.2.8.1:** Distinguish between commonly confused cognate consonant sounds.
- ELA.2.8.2:** Using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
- ELA.2.8.3:** With prompting and support, distinguish between commonly confused vowel sounds and cognate consonant sounds.

Prior Knowledge

- Apply sounds of letters in classroom activities.
- Apply long from short vowel sounds in spoken single-syllable words.

9. *Demonstrate advanced phonemic awareness skills in spoken words.
- a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.
Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)
Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)
Deletion - Say fin. Now say fin, but don't say /f/. (in)
Deletion - Say range. Now say range, but don't say /j/. (rain)
Substitution - Say strap. Now say strap, but change /a/ to /i/. (strip)
Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)
 - b. Delete the initial sound in an initial blend in a one-syllable base word.
Example: Say prank. Now say prank, but don't say /p/. (rank)
 - c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.
Examples: Says nail. Now say snail, but don't say /n/. (sail)
Say wind. Now say wind, but don't say /d/. (win)
 - d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.
Examples: bit, bet, bat; sat, sit; pit, pat
 - e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.
Examples: fine, knife; cat, tack; park, carp

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.9.1: In words with five to six phonemes, identify sound substitutions, such as identifying the vowel sound changed in the word pair strips/straps. <input type="checkbox"/> ELA.2.9.2: Using spoken words made up of three to five phonemes, add phonemes at the beginning or end of a word and produce the resulting word, such as changing <i>pan</i> to <i>pant</i>. <input type="checkbox"/> ELA.2.9.3: Using spoken words made up of three to five phonemes, delete phonemes at the beginning or end of a word to produce the resulting word, such as changing <i>flight</i> to <i>light</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify unknown words in sentences or phrases. <input type="checkbox"/> Fluently read and comprehend complex sentences. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Isolate and pronounce the initial sounds (phonemes). <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Isolate and pronounce the medial vowel sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.

<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.9.4: Using spoken words made up of three to five phonemes, substitute phonemes at the beginning or end to produce the resulting word, such as changing <i>cat</i> to <i>cap</i>. <input type="checkbox"/> ELA.2.9.5: Blend three to four phonemes to make a single-syllable spoken word. <input type="checkbox"/> ELA.2.9.6: Segment a single-syllable spoken word into three to four phonemes. <input type="checkbox"/> ELA.2.9.7: Demonstrate the ability to apply phoneme chaining to a selection of words. <input type="checkbox"/> ELA.2.9.8: Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Isolate and pronounce the initial and final sounds. <input type="checkbox"/> Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words. <input type="checkbox"/> Recognize when spoken words begin with the same sound. <input type="checkbox"/> Using pictures and/or spoken words, recognize pairs of rhyming words. <input type="checkbox"/> Using pictures and/or spoken words, produce pairs of rhyming words. <input type="checkbox"/> Using pictures and/or spoken words, distinguish non-rhyming words from rhyming words.
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Phonics

10. *Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.
 - Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on
 - Decode and encode words with three-consonant blends and blends containing digraphs.
 - Decode and encode words with consonant digraphs, trigraphs, and combinations.
Examples: qu, sh, ch, th, ph, wh, tch, dge
 - Decode and encode words with variable vowel teams and vowel diphthongs.
Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay
 - Decode and encode words with vowel-r combinations.
Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur
 - Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.
Examples: wild, most, cold, colt, mind
 - Decode and encode words with a after w read /ă/ and a before l read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
 - Decode and encode words with or after w read /er/.
Examples: world, word, worm, worst, work
 - Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.
Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y
 - Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.
Examples: fly, my; baby, happy; myth, gym

l. Decode words with silent letter combinations.

Examples: kn, mb, gh

m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa) what - (a is schwa or short o depending on dialect)

o. Decode and encode contractions with am, is, has, not, have, would, and will.

Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.10.1: Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills. <input type="checkbox"/> ELA.2.10.2: Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills. <input type="checkbox"/> ELA.2.10.3: Decode compound words that fit multiple syllable types by breaking the word into syllables and using their knowledge of syllable types. <input type="checkbox"/> ELA.2.10.4: Decode (read) words that follow the <i>-ild, -ost, -old, -olt,</i> <input type="checkbox"/> ELA.2.10.5: Decode words with trigraphs. <input type="checkbox"/> ELA.2.10.6: Decode (read) two-syllable words by breaking the words into syllables and using their knowledge of syllable types. <input type="checkbox"/> ELA.2.10.7: Decode (read) words with common suffixes, including words with dropped <i>e</i> and <i>y-to-i</i> changes for suffix addition. <input type="checkbox"/> ELA.2.10.8: Decode (read) words with common prefixes including <i>un-, dis-, in-, re-, pre-, mis-, non-,</i> and <i>ex-</i>. <input type="checkbox"/> ELA.2.10.9: Decode (read) words with silent letter combinations. <input type="checkbox"/> ELA.2.10.10: Decode words with <i>a</i> before <i>l</i>, such as <i>tall, all, talk, small, fall.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills. <input type="checkbox"/> Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills. <input type="checkbox"/> Decode words in isolation and within decodable, grade-appropriate text by applying knowledge of phoneme-grapheme correspondences and by using word-analysis skills. <input type="checkbox"/> Encode words by applying knowledge of phoneme-grapheme correspondences and using word-analysis skills. <input type="checkbox"/> Identify consonant letters. <input type="checkbox"/> Produce the most common consonant sounds, including <i>x</i> and <i>q</i>. <input type="checkbox"/> Identify the vowel in a closed syllable when decoding. <input type="checkbox"/> Produce the short vowel sound for the five major vowels when decoding closed syllables. <input type="checkbox"/> Decode CVC words in isolation and in decodable text. <input type="checkbox"/> Identify the vowel in an open syllable when decoding. <input type="checkbox"/> Produce the long-vowel sound for the five major vowels when decoding open syllables. With prompting and support,

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| <ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.10.11: Decode words with <i>a</i> after <i>w</i>, such as <i>wash, water, wasp</i>. <input type="checkbox"/> ELA.2.10.12: Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, such as <i>am, at, get, like, make, that, this, me, she, be</i>. <input type="checkbox"/> ELA.2.10.13: Decode CVC words in isolation and in decodable text. <input type="checkbox"/> ELA.2.10.14: Decode words with digraphs. <input type="checkbox"/> ELA.2.10.15: Produce the most frequent sound for digraphs <i>ck, sh, th, ch, wh</i>, and <i>ng</i>. <input type="checkbox"/> ELA.2.10.16: Begin making the connection that a two-letter grapheme can represent one phoneme (sound). <input type="checkbox"/> ELA.2.10.17: Decode words with suffix <i>-s</i>, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter <i>s</i>. <input type="checkbox"/> ELA.2.10.18: With prompting and support, decode (read) words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation. <input type="checkbox"/> ELA.2.10.19: Produce the most common consonant sounds, including <i>x</i> and <i>q</i>. <input type="checkbox"/> ELA.2.10.20: Decode words with combination <i>qu</i>. <input type="checkbox"/> ELA.2.10.21: With prompting and support, decode (read) words with common vowel team syllables, including <i>ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy</i>, and <i>ue</i>. <input type="checkbox"/> ELA.2.10.22: Decode (read) regularly spelled one-syllable words with vowel-r syllables. <input type="checkbox"/> ELA.2.10.23: Understand that an apostrophe stands as a placeholder when two words are combined. <input type="checkbox"/> ELA.2.10.24: Decode (read) words with vowel <i>y</i> in medial position, such as <i>myth</i> and <i>gym</i>. <input type="checkbox"/> ELA.2.10.25: Decode (read) words with vowel <i>y</i> in the final position of one and two syllable words. <input type="checkbox"/> ELA.2.10.26: Distinguish the difference between the long /ī/ sound in one-syllable words (like <i>fly</i> and <i>my</i>) and the long /ē/ sound in two-syllable words (like <i>baby</i> and <i>happy</i>). <input type="checkbox"/> ELA.2.10.27: Produce the long-vowel sounds for the five major vowels in vowel-consonant-<i>e</i> syllables. | <ul style="list-style-type: none"> <input type="checkbox"/> Identify the vowel-consonant-<i>e</i> syllable pattern. <input type="checkbox"/> Produce the long-vowel sounds for the five major vowels in vowel-consonant-<i>e</i> syllables. <input type="checkbox"/> Decode words with suffix <i>-s</i>, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter <i>s</i>. <input type="checkbox"/> Produce the most frequent sound for digraphs <i>ck, sh, th, ch, wh</i>, and <i>ng</i>. <input type="checkbox"/> Produce the combination <i>qu</i> sound. <input type="checkbox"/> Begin making the connection that a two-letter grapheme can represent one phoneme (sound). <input type="checkbox"/> Decode grade-appropriate high-frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, such as <i>am, at, get, like, make, that, this, me, she, be</i>. |
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| <ul style="list-style-type: none"><input type="checkbox"/> ELA.2.10.28: Produce the long-vowel sound for the five major vowels when decoding open syllables.<input type="checkbox"/> ELA.2.10.29: Produce the short vowel sound for the five major vowels when decoding closed syllables. | |
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Fluency

11. *Apply previously taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.

Learning Objectives

- ELA.2.11.1:** Accurately and automatically decode words by applying previously taught phoneme-grapheme correspondences, in and out of context.
- ELA.2.11.2:** Use techniques for decoding multisyllabic words.
- ELA.2.11.3:** Identify multisyllabic words with common patterns.
- ELA.2.11.4:** Understand open and closed patterns, and sound combinations.
- ELA.2.11.5:** Identify the multisyllabic words, break down the word into syllables, and create multisyllabic words.
- ELA.2.11.6:** Identify and recognize the three-consonant blends, digraphs, trigraphs, quadrigraphs, *-igh*, combinations, diphthongs, and silent letter combinations.
- ELA.2.11.7:** Recognize and understand words with multiple sounds.

Prior Knowledge

- Read with accuracy and fluency to support comprehension on a first-grade level.
- Read with accuracy and fluency to support comprehension of emergent-reader text.

12. *Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.

Learning Objectives

- ELA.2.12.1:** Fluently read grade-appropriate decodable texts with accuracy and expression.
- ELA.2.12.2:** Comprehend text that they read aloud.
- ELA.2.12.3:** Read orally at an appropriate rate.

Prior Knowledge

- Read phrases and simple sentences with sufficient accuracy and fluency.
- Read high-frequency words with sufficient accuracy and fluency.

13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.13.1: Identify phrasing, rhythm, and rhyme in poetry readings.<input type="checkbox"/> ELA.2.13.2: Demonstrate understanding of phrasing in poetry.<input type="checkbox"/> ELA.2.13.3: Demonstrate understanding of rhythm in poetry.<input type="checkbox"/> ELA.2.13.4: Demonstrate understanding of rhyme in poetry.<input type="checkbox"/> ELA.2.13.5: Read poetry.	<ul style="list-style-type: none"><input type="checkbox"/> Actively engage in group reading activities with purpose and understanding.<input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text.<input type="checkbox"/> Recognize and produce rhyming words.<input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words.<input type="checkbox"/> Blend and segment onsets and rhymes of single-syllable spoken words.

14. *Read high-frequency words commonly found in grade-appropriate text.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.14.1: Recognize and read grade-appropriate high-frequency words with accuracy and automaticity. (For example, a student can read the target high-frequency word accurately and automatically three times in a row on different days.) <input type="checkbox"/> ELA.2.14.2: Distinguish long and short vowels when reading regularly spelled one-syllable words. <input type="checkbox"/> ELA.2.14.3: Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> ELA.2.14.4: Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> ELA.2.14.5: Decode words with common prefixes and suffixes. <input type="checkbox"/> ELA.2.14.6: Identify words with inconsistent but common spelling-sound correspondences. <input type="checkbox"/> ELA.2.14.7: Recognize and read irregularly spelled words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read CVC words with sufficient accuracy and fluency. <input type="checkbox"/> Identify sound-letter correspondence with automaticity.

Vocabulary

15. *Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge.

- a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

Learning Objectives

- ELA.2.15.1:** Utilize grade-appropriate vocabulary.
- ELA.2.15.2:** Relate new vocabulary words to background knowledge.
- ELA.2.15.3:** Make connections to a word's structure using speech sounds, meaningful word parts, and spelling of the word to aid learning.
- ELA.2.15.4:** With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary.
- ELA.2.15.5:** Make connections to previously learned vocabulary words.

Prior Knowledge

- Read CVC words with sufficient accuracy and fluency.
- Identify sound-letter correspondence with automaticity.
- Follow words from left to right, top to bottom, and page-by-page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read common high-frequency words by sight.

16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.
- Use knowledge of antonyms and synonyms.
 - Distinguish shades of meaning among verbs and adjectives.
Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run.
 - Use knowledge of homophones to determine use of the correct word.
 - With prompting and support, interpret figurative language.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.16.1: Describe the relationship between words, including relating them to synonyms and antonyms. <input type="checkbox"/> ELA.2.16.2: Describe word relationships and slight variations in meaning, such as <i>look, peek, glance, stare, glare; big, large, gigantic, monstrous.</i> <input type="checkbox"/> ELA.2.16.3: Understand homophones and the concept of multiple word meanings. <input type="checkbox"/> ELA.2.16.4: Distinguish shades of meaning in related words, like acting out <i>tiptoe, creep, and march</i> to distinguish nuances in words related to <i>walk</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). <input type="checkbox"/> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). <input type="checkbox"/> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <input type="checkbox"/> Supply synonyms and antonyms for a given word. <input type="checkbox"/> Use knowledge of antonyms when reading (e.g., hot/cold, fast/slow, first/last). <input type="checkbox"/> Use knowledge of synonyms when reading. <input type="checkbox"/> Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <input type="checkbox"/> Use illustrations and details in a story to describe its characters, setting, or events. <input type="checkbox"/> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Distinguish the literal and non-literal meanings of words and phrases in context.

17. Analyze meaningful parts of words and phrases in discussions and/or text.

a. Identify possessives and plurals and use them as clues to the meaning of text.

Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters

b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections.

Examples: -less, -ful, -est

Note: Adding suffix - est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.

Learning Objectives

- ELA.2.17.1: Use the possessives and plurals of a word to determine the meaning of a text, like *Jack's coat, mom's car*.
- ELA.2.17.2: Identify possessives and plurals of words, such as *pigs, pig's, pigs'*.
- ELA.2.17.3: Utilize morphemes as clues to identify the meaning of unknown words.
- ELA.2.17.4: Recognize meaningful parts of words (morphemes).
- ELA.2.17.5: Use affixes as clues to the meaning of unknown words.
- ELA.2.17.6: Identify frequently occurring root words and their inflectional forms.
- ELA.2.17.7: Ask and answer questions about unfamiliar words in discussions and/or text.

Prior Knowledge

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse*).
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known suffix is added to a known word.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Form regular plural nouns orally by adding /s/ or /es/ when speaking.
- Use frequently occurring nouns and verbs.
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.18.1: Apply new meanings for familiar words accurately.<input type="checkbox"/> ELA.2.18.2: Identify new meanings for familiar words.<input type="checkbox"/> ELA.2.18.3: Use the information found in the text to determine the meaning of words or phrases that are unknown or that have multiple meanings.	<ul style="list-style-type: none"><input type="checkbox"/> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).<input type="checkbox"/> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).<input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).<input type="checkbox"/> Know and use various text features (e.g., captions, bold print, subheadings, guide words, indexes, electronic menus, icons) to locate unknown words.

19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><li data-bbox="107 248 1037 321">❑ ELA.2.19.1: Orally utilize new academic, content-specific, grade-level vocabulary.<li data-bbox="107 329 940 362">❑ ELA.2.19.2: Relate new vocabulary words to prior knowledge.	<ul style="list-style-type: none"><li data-bbox="1089 248 1927 321">❑ Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.<li data-bbox="1089 329 1961 397">❑ Identify real-life connections between words and their use (e.g., note places at school that are colorful).

20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.20.1: Ask and answer questions about unfamiliar words in discussions and/or text.	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<input type="checkbox"/> Read on-level text with purpose and understanding.<input type="checkbox"/> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<input type="checkbox"/> Read grade-appropriate irregularly spelled word.

21. Use grade-level academic and domain-specific vocabulary in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.21.1: Use grade-appropriate academic vocabulary in speaking and writing.<input type="checkbox"/> ELA.2.21.2: Use new and previously taught vocabulary in complete sentences in shared language activities.<input type="checkbox"/> ELA.2.21.3: Produce and expand complete sentences in shared language activities.<input type="checkbox"/> ELA.2.21.4: Use previously taught vocabulary words, including nouns, verbs, and adjectives, when speaking and in writing.<input type="checkbox"/> ELA.2.21.5: Use new words and phrases that were acquired through conversations, reading, being read to, and responding to a text.<input type="checkbox"/> ELA.2.21.6: Identify grade-appropriate academic vocabulary.	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.<input type="checkbox"/> Read on-level text with purpose and understanding.<input type="checkbox"/> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<input type="checkbox"/> Read grade-appropriate irregularly spelled words.<input type="checkbox"/> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Comprehension

22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

Learning Objectives

- ELA.2.22.1:** Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.
- ELA.2.22.2:** Gain new content knowledge by engaging in read-alouds of informational and literary texts.
- ELA.2.22.3:** Participate in discussions with their peers demonstrating their knowledge of content-specific topics.
- ELA.2.22.4:** Produce drawings or writing that displays content knowledge learned through read-alouds.

Prior Knowledge

- Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions to seek help, get information, or clarify something that is not understood.

23. *Identify the main story elements in a literary text.

- a. Explain the plot of a narrative, using textual evidence to list the major events in sequence.
- b. Describe the characters' traits, feelings, and behaviors in a story.
- c. Describe the setting of a narrative, using textual evidence.
- d. Identify the central message or moral of a story.
- e. Identify the theme in myths, fables, and folktales.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.23.1: Orally retell a text, including main character(s), setting, and important events in logical order. <input type="checkbox"/> ELA.2.23.2: Describe the main story elements (characters, settings, and important events) in a literary text. <input type="checkbox"/> ELA.2.23.3: Identify the main story elements (characters, settings, and important events) in a literary text. <input type="checkbox"/> ELA.2.23.4: With prompting and support, recall key details and important events in a text. <input type="checkbox"/> ELA.2.23.5: Identify the main idea in a literary text using text clues. <input type="checkbox"/> ELA.2.23.6: Make predictions about an ending in a literary text using text clues. <input type="checkbox"/> ELA.2.23.7: Describe the main story elements in a text. <input type="checkbox"/> ELA.2.23.8: Identify characters in a story. <input type="checkbox"/> ELA.2.23.9: Identify the setting of a story. <input type="checkbox"/> ELA.2.23.10: Describe the characters of a story using illustrations and textual evidence. <input type="checkbox"/> ELA.2.23.11: Describe the setting of a story using illustrations and textual evidence. <input type="checkbox"/> ELA.2.23.12: Identify major events in a story. <input type="checkbox"/> ELA.2.23.13: With prompting and support, explain the central message or moral of a literary text using evidence from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the plot of a text. <input type="checkbox"/> Sequence the events in a story. <input type="checkbox"/> Use illustrations and details in a story to describe its characters, setting, or events. <input type="checkbox"/> Ask and answer questions to seek help, get information, or clarify something that is not understood. <input type="checkbox"/> Ask and answer questions about key details in a text. <input type="checkbox"/> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <input type="checkbox"/> Describe characters, settings, and major events in a story, using key details. <input type="checkbox"/> Identify words and phrases in stories that suggest feelings or appeal to the senses. <input type="checkbox"/> Compare and contrast the different story elements. <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text. <input type="checkbox"/> With prompting and support, retell familiar stories, including key details. <input type="checkbox"/> With prompting and support, identify characters, settings, and major events in a story. <input type="checkbox"/> With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). <input type="checkbox"/> Understand the characteristics of myth, fable, and folktale.

24. *Identify the main idea and supporting details of literary and informational texts.

- a. Explain how the supporting details contribute to the main idea.
- b. Recount or summarize key ideas from the text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.24.1: Identify key details of literary and informational texts. <input type="checkbox"/> ELA.2.24.2: Identify the main topic of literary and informational texts. <input type="checkbox"/> ELA.2.24.3: With prompting and support, identify key details in an informational text. <input type="checkbox"/> ELA.2.24.4: With prompting and support, identify the main topic in an informational text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> With prompting and support, identify the big idea from the story, describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> Describe the connections between real-life people, objects, and actions in pictures. <input type="checkbox"/> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. <input type="checkbox"/> Ask and answer questions to seek help, get information, or clarify something that is not understood. <input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail. <input type="checkbox"/> Express thoughts, feelings, and ideas clearly. <input type="checkbox"/> Use graphic organizers.

25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats.
- Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations.
 - Explain how specific features can clarify a text or enhance comprehension.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.25.1: With prompting and support, use titles, headings, illustrations, and text clues to identify the topic of texts. <input type="checkbox"/> ELA.2.25.2: Use text features to locate key facts or information in printed or digital text. <input type="checkbox"/> ELA.2.25.3: Describe the relationship between illustrations and the text in which they appear. <input type="checkbox"/> ELA.2.25.4: Describe the portion of a text depicted by an illustration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. <input type="checkbox"/> Understand that a change in print (e.g., bold, italicized, color) signifies important facts. <input type="checkbox"/> Identify all upper and lowercase letters of the alphabet. <input type="checkbox"/> Recognize that print (bold, color) conveys specific meaning and pictures/graphs/maps may support meaning. <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Use the illustrations and details in a text to describe its key ideas.

26. Compare and contrast important details presented by two texts on the same topic or theme.
- Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.
Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl
 - Compare and contrast story elements of literary texts.
Examples: characters, settings, sequence of events, plots

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.26.1: Identify similarities (compare) of the experiences of characters. <input type="checkbox"/> ELA.2.26.2: Identify differences (contrast) of the experiences of characters. <input type="checkbox"/> ELA.2.26.3: Identify the similarities and differences in the text. <input type="checkbox"/> ELA.2.26.4: Identify characters, settings, and major events in a literary text. <input type="checkbox"/> ELA.2.26.5: Compare (similarities) and contrast (differences) characters, settings, and major events in a literary text. <input type="checkbox"/> ELA.2.26.6: Identify the similarities and differences between two texts on the same topic. <input type="checkbox"/> ELA.2.26.7: With prompting and support, identify differences between two texts. <input type="checkbox"/> ELA.2.26.8: With prompting and support, identify similarities between two texts. <input type="checkbox"/> ELA.2.26.9: Identify characters in a literary text. 	<ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same story (e.g., in illustrations, descriptions, or procedures). <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the different topic (e.g., in illustrations, descriptions, or procedures).

27. *Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.27.1: Identify common types of texts and their features. <input type="checkbox"/> ELA.2.27.2: With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the beginning, middle, and end of a story. <input type="checkbox"/> Identify the beginning, middle, and end of a story. <input type="checkbox"/> Sequence events.

28. *Establish a purpose before reading literary and informational texts to enhance comprehension.

Examples: for pleasure, to identify main idea, to gather information or facts on a topic

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA 2.28.1: Demonstrate understanding that reading material can be for different purposes. <input type="checkbox"/> ELA 2.28.2: Identify literature for pleasure and give details of why the text was chosen. <input type="checkbox"/> ELA 2.28.3: Identify literature for pleasure. <input type="checkbox"/> ELA 2.28.4: Differentiate between storybooks versus informational text. <input type="checkbox"/> ELA 2.28.5: Differentiate between real and not real. Example: fiction and nonfiction. <input type="checkbox"/> ELA 2.28.6: Recognize common types of texts (e.g., storybooks, poems). 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the illustrations and details in a text to describe its key ideas. <input type="checkbox"/> Use and interpret illustrations to gain meaning. <input type="checkbox"/> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.

Examples: pronoun references, word substitution using synonyms, conjunctions

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.29.1: Manipulate words/or phrases to create simple sentences, including declarative and interrogative.<input type="checkbox"/> ELA.2.29.2: With prompting and support, modify words and/or phrases to create simple sentences, including declarative and interrogative.<input type="checkbox"/> ELA.2.29.3: Demonstrate syntactic awareness.<input type="checkbox"/> ELA.2.29.4: Demonstrate comprehension at the sentence level.	<ul style="list-style-type: none"><input type="checkbox"/> Determine if an author's purpose is for leisure or information gathering in a literary or informational text.<input type="checkbox"/> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).<input type="checkbox"/> Identify transitional words.<input type="checkbox"/> Identify conjunctions.

30. *Read and comprehend literary and informational texts.
- State and confirm predictions about a text.
 - Use background knowledge to make connections to new text.
 - Draw conclusions based on the text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.30.1: Summarize text. <input type="checkbox"/> ELA.2.30.2: Identify the main idea in a literary text using text clues. <input type="checkbox"/> ELA.2.30.3: Make predictions about an ending in a literary text using text clues. <input type="checkbox"/> ELA.2.30.4: Reread for clarity. <input type="checkbox"/> ELA.2.30.5: Self-monitor comprehension of text. <input type="checkbox"/> ELA.2.30.6: Make predictions about what will happen next based on information in a literary text. <input type="checkbox"/> ELA.2.30.7: Pause reading to summarize text to improve comprehension. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the main topic and retell key details of a text. <input type="checkbox"/> With prompting and support, identify the main topic and retell key details of a text. <input type="checkbox"/> Describe a picture showing the main topic and key details of a text. <input type="checkbox"/> Provide descriptions with careful attention to sensory detail. <input type="checkbox"/> Use visual aids to determine key details. <input type="checkbox"/> Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, and where questions. <input type="checkbox"/> Relate an important life event or personal experience in a simple sentence. <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <input type="checkbox"/> Use if/then statements to describe the conclusion. <input type="checkbox"/> Relate conclusions to personal life.

31. Use information from a text to determine the author's purpose in different forms of informational and literary texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.31.1: With support, identify details in a text that support the purpose of entertaining the reader.<input type="checkbox"/> ELA.2.31.2: With support, identify details in a text that support the purpose of informing the reader.<input type="checkbox"/> ELA.2.31.3: With support, identify details in a text that support a purpose of persuading the reader.<input type="checkbox"/> ELA.2.31.4: Use illustrations and details in a text to describe its key ideas.<input type="checkbox"/> ELA.2.31.5: Use and interpret illustrations to gain meaning.<input type="checkbox"/> ELA.2.31.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<input type="checkbox"/> ELA.2.31.7: Locate the names of the author and illustrator of a story.	<ul style="list-style-type: none"><input type="checkbox"/> With prompting and support, identify the reasons an author gives to support points in a text.<input type="checkbox"/> Explain major difference between texts that tell stories and texts that give information.<input type="checkbox"/> Explain sequencing of the story.

32. Identify rhyme schemes in poems or songs.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.32.1: Produce pairs of rhyming words.<input type="checkbox"/> ELA.2.32.2: Recognize pairs of rhyming words.<input type="checkbox"/> ELA.2.32.3: Distinguish non-rhyming words from rhyming words.	<ul style="list-style-type: none"><input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words.<input type="checkbox"/> Blend and segment onsets and rhymes of single syllable spoken words.

33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> ELA.2.33.1: With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	<input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Orally produce words that rhyme. <input type="checkbox"/> Recognize rhyming pattern.

34. Differentiate between fact and opinion in a text.

- a. Use prior knowledge and information gathered from research to evaluate opinions in texts.
- b. Use textual evidence and gathered research from reliable sources to prove facts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.34.1: Identify the reasons an author gives to support points in a text.<input type="checkbox"/> ELA.2.34.2: With prompting and support, identify the reasons an author gives to support points in a text.<input type="checkbox"/> ELA.2.34.3: Recognize a fact is a statement that can be proven true or false and an opinion is an expression of a person's feelings that cannot be proven.<input type="checkbox"/> ELA.2.34.4: Retell key details in a text that support fact or opinion.	<ul style="list-style-type: none"><input type="checkbox"/> Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others.<input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text.<input type="checkbox"/> Actively engage in a group reading of informational text with purpose and understanding.<input type="checkbox"/> With guidance and support, participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them).

35. *Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.35.1: Ask questions about key details in literary and informational texts. <input type="checkbox"/> ELA.2.35.2: Answer questions about key details in literary and informational texts. <input type="checkbox"/> ELA.2.35.3: With prompting and support, ask questions about key details in literary and informational texts. <input type="checkbox"/> ELA.2.35.4: With prompting and support, answer questions about key details in literary and informational texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about illustrations, familiar routines, and repetitive stories/books. <input type="checkbox"/> Demonstrate active listening. <input type="checkbox"/> Participate in background knowledge building activities.

36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.36.1: Manipulate words/or phrases to create simple sentences, including declarative and interrogative.<input type="checkbox"/> ELA.2.36.2: With prompting and support, modify words and/or phrases to create simple sentences, including declarative and interrogative.<input type="checkbox"/> ELA.2.36.3: Demonstrate syntactic awareness.<input type="checkbox"/> ELA.2.36.4: Demonstrate comprehension at the sentence level.	<ul style="list-style-type: none"><input type="checkbox"/> Produce complete sentences when appropriate to task and situation.<input type="checkbox"/> Use frequently occurring conjunctions when speaking.<input type="checkbox"/> Produce and expand complete simple and compound sentences in response to questions and prompts.<input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to single simple relationships.<input type="checkbox"/> Recognize conjunctions in a sentence.

Writing

37. *Write legibly.

- a. Write words and sentences fluently using correctly formed manuscript letters with appropriate size and spacing.
- b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.
- c. Form uppercase and lowercase letters in cursive.

Learning Objectives

- ELA.2.37.1: Print legibly.
- ELA.2.37.2: Place upper- and lowercase letters correctly on a line.
- ELA.2.37.3: Print upper- and lowercase letters fluently.
- ELA.2.37.4: Use correct approach strokes to form upper- and lowercase letters.

Prior Knowledge

- Print letters and letter-like forms with assistance on developmentally appropriate media.
- Identify and print two or more recognizable uppercase letters with assistance.
- Hold the writing instrument with a three-fingered grip.
- Form letter-like shapes in groups with short and long patterns.
- Print most letters of own name from left to right with assistance.
- Identify and print letters with assistance on grade-level appropriate lined paper.
- Form lines and letters following the organization of print (left to right, top to bottom).
- Identify and print with assistance most uppercase and lowercase letters.
- Begin short letters at the midpoint dotted line and end them on the lower line/baseline.
- Begin tall letters at the top line and end them on the lower line/baseline.
- Control size of uppercase letters between top and bottom lines.
- Begin to print letters with proper proportions of ascenders and descenders (e. g., descenders should approach lower dotted line, ascenders).
- Understand that cursive writing is different from manuscript.
- Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.

38. *Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
- a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et
 - c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.
Examples: have, give, save; cage, rage, budge, lodge
 - d. Encode one- and two-syllable words with long and short vowel patterns.
 - e. Encode words with two- and three-consonant blends, including those containing digraphs.
Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr
 - f. Encode words with consonant digraphs, trigraphs, and combinations.
Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu
 - g. Encode words with the common vowel teams, including diphthongs.
Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh
 - h. Encode words with vowel-r combinations.
Examples: a r, or, ir, er, ur, air, ear, oar
 - i. Encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.
Examples: wild, cold, most, colt, mind
 - j. Encode words with a after w read /ä/ and a before l read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
 - k. Encode words with or after w read /er/.
Examples: world, word, worm, worst, work
 - l. Encode words with hard and soft c and g.
Examples: carry, cent; game, giraffe
 - m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

- n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.
Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly
- o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.
Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)
- p. Encode contractions with an m, is, has, not, have, would, and will, using apostrophes appropriately.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll
- q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.
Examples: their/they're/there; eight/ate; cent/scent/sent

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.38.1: Encode grade-appropriate high-frequency words using their knowledge of phoneme-grapheme correspondences and irregular spelling patterns. <input type="checkbox"/> ELA.2.38.2: Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, such as <i>said, are, to</i>. <input type="checkbox"/> ELA.2.38.3: Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences. <input type="checkbox"/> ELA.2.38.4: Understand that the apostrophe is used as a place holder for missing letters when combining the two words. <input type="checkbox"/> ELA.2.38.5: Encode words with final /v/ sound by adding an <i>e</i> at the end of the word, such as in <i>have, give, save</i>. <input type="checkbox"/> ELA.2.38.6: Encode words with final /ch/ sound spelled <i>-ch</i> and <i>-tch</i>. <input type="checkbox"/> ELA.2.38.7: Encode words with consonant digraphs. <input type="checkbox"/> ELA.2.38.8: Encode words with two-consonant blends in beginning position. <input type="checkbox"/> ELA.2.38.9: With prompting and support, encode (write/spell) words with common prefixes <i>re-, un-, and mis-</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use pictures to form word construction. <input type="checkbox"/> Decode two-syllable words with short vowels. <input type="checkbox"/> Separate syllables within multisyllabic words. <input type="checkbox"/> Read common high-frequency words by sight. <input type="checkbox"/> Reproduce the long and short sounds of the five major vowels. <input type="checkbox"/> Know and use final <i>-e</i> and common vowel team conventions for representing long vowel sounds. <input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken word. <input type="checkbox"/> Blend and segment onsets and rhymes of single syllable spoken words. <input type="checkbox"/> Distinguish long from short vowel sounds in spoken single-syllable words. <input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Distinguish between the long and short sounds of the five major vowels. <input type="checkbox"/> Orally produce single-syllable words by blending sounds. <input type="checkbox"/> Decode regularly spelled one-syllable words. <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels.

- ELA.2.38.10:** Encode words with suffixes, such as *dogs, wishes, jumping, jumped, faster, fastest*.
- ELA.2.38.11:** Encode grade-appropriate high frequency words, such as *am, at, can, he, we, be in, it, came, like*.
- ELA.2.38.12:** With prompting and support, encode homophones using knowledge of the English language and word meaning.
- ELA.2.37.13:** Encode words with the vowel-consonant-*e* syllable patterns, such as *hike, spike, joke, dime, make*.
- ELA.2.38.14:** Encode words with common vowel teams and diphthongs.
- ELA.2.38.15:** Encode words with vowel-*r* combinations.
- ELA.2.38.16:** Encode vowel-consonant and consonant-vowel-consonant words, using knowledge of basic position-based spelling rules, such as the *C-K Spelling Rule*.
- ELA.2.38.17:** Encode consonant-vowel words, using knowledge of open syllable patterns.
- ELA.2.38.18:** Accurately spell vowel-consonant (VC) and consonant-vowel-consonant (CVC) words.

- Decode words with common prefixes and suffixes.
- Blend separately spoken phonemes to make one-syllable words.
- Determine whether the medial vowel sound is the same or different in a set of one syllable words.
- Use the CVVC and CVCE to decode and spell some single syllable words with short and long vowel sounds.
- Read and spell simple two-syllable compound words.
- Read and spell commonly used sight words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Understand that the “hard” sounds of “c” and “g” occur most often.
- Understand that the soft sounds of “c” and “g” when the letter “c” is followed by the letters i, e or y, the “c” makes the /s/ sound just like in the words “city”, “cent” and “icy” and the “g” is followed by an i, e or y it makes the /j/ sound as in “gem”, “gist” or “gym”.
- Know the spelling-sound correspondences for common consonant digraphs.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Use the most frequently occurring inflections and affixes.
- Read words with inflectional endings.
- Understand that words are separated by spaces in print -isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

- | | |
|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels.<input type="checkbox"/> Read am, is, has, not, have, would, and will.<input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondence for each consonant.<input type="checkbox"/> Understand that contractions are combining two words.<input type="checkbox"/> Understand homophones are pronounced the same but has different meanings. |
|--|---|

39. Organize a list of words into alphabetical order according to first, second, and third letters.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.39.1: Organize a list of words in alphabetical order according to the first letter, looking to the second letter if necessary.<input type="checkbox"/> ELA.2.39.2: Organize a list of words in alphabetical order according to the first letter.	<ul style="list-style-type: none"><input type="checkbox"/> Understand that words are separated by spaces in print.<input type="checkbox"/> Recognize and name all upper- and lowercase letters of the alphabet.<input type="checkbox"/> Know the order of the alphabet.

40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.40.1: Create a narrative with events in chronological order and share feelings about the narrative, using drawing, dictating, and/or writing.<input type="checkbox"/> ELA.2.40.2: Write a narrative that recounts two or more appropriately sequenced events.<input type="checkbox"/> ELA.2.40.3: Provide closure when ending a narrative story.<input type="checkbox"/> ELA.2.40.4: Use transition words in a narrative story.<input type="checkbox"/> ELA.2.40.5: List events in order using words and short phrases.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate understanding of basic graphic organizers.<input type="checkbox"/> Understand the difference between fiction and non-fiction.<input type="checkbox"/> Sequence events using first, second, next, etc.<input type="checkbox"/> Express feelings orally.<input type="checkbox"/> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened.

41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.41.1: End the text by providing a sense of closure.<input type="checkbox"/> ELA.2.41.2: Use sources to find facts.<input type="checkbox"/> ELA.2.41.3: Write an informative or explanatory text about a topic.<input type="checkbox"/> ELA.2.41.4: Create explanatory texts or provide factual information.	<ul style="list-style-type: none"><input type="checkbox"/> Understand that informative writing explains.<input type="checkbox"/> Understand that informative writing is based on facts.<input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose.<input type="checkbox"/> Informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.2.42.1: Create an opinion piece with reason and closure using drawing, dictating, and/or writing.<input type="checkbox"/> ELA.2.42.2: Write an opinion piece with at least one supporting reason.<input type="checkbox"/> ELA.2.42.3: Use sources to find a support reason for an opinion.<input type="checkbox"/> ELA.2.42.4: End the writing piece by providing a sense of closure.	<ul style="list-style-type: none"><input type="checkbox"/> Understand the difference between fact and opinion.<input type="checkbox"/> With prompting and support, identify the reasons an author gives to support points in a text.<input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.

43. *Write complete sentences demonstrating knowledge of punctuation conventions.

- a. Utilize commas with words in a series in a sentence.
- b. Use apostrophes to form contractions and possessives.
Examples: contractions with an m, is, has, not (I'm, she's, don't)
- c. Use punctuation to set off interjections.
- d. Expand sentences using frequently occurring conjunctions.
Examples: because, so, but

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.43.1: Utilize appropriate academic vocabulary when using end punctuation, such as the period for declarative sentences, question mark for interrogative sentences, and exclamation mark for exclamatory sentences. <input type="checkbox"/> ELA.2.43.2: Recognize, name, and correctly use end punctuation. <input type="checkbox"/> ELA.2.43.3: With prompting and support, recognize, name, and correctly use end punctuation. <input type="checkbox"/> ELA.2.43.4: Combine a subject and predicate to compose a simple sentence that expresses a complete thought. <input type="checkbox"/> ELA.2.43.5: With prompting and support, compose a simple, complete sentence. <input type="checkbox"/> ELA.2.43.6: Identify the features of a sentence including capitalization of the first word and end punctuation. <input type="checkbox"/> ELA.2.43.7: Correctly use commas in dates and in a series (list) of three or more words. <input type="checkbox"/> ELA.2.43.8: Identify dates. <input type="checkbox"/> ELA.2.43.9: Identify a list of three or more items. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories, using punctuation in writing. <input type="checkbox"/> Understand that commas are placed between words on the bottom of line. <input type="checkbox"/> Understand commas are used to separate words. <input type="checkbox"/> Understand contractions combine two words together. <input type="checkbox"/> Understand an apostrophe is used in place of missing letter when two words are combined. <input type="checkbox"/> Understand that possessives mean ownership. <input type="checkbox"/> Recognize and name end punctuation. <input type="checkbox"/> Use commas in dates and to separate single words in a series. <input type="checkbox"/> Use commas in greetings and closings of letters. <input type="checkbox"/> Identify interjections in a sentence. <input type="checkbox"/> Use frequently occurring conjunctions (e.g., and, but, or, so, because) when speaking. <input type="checkbox"/> Produce and expand complete simple and compound sentences in response to questions and prompts. <input type="checkbox"/> 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.

44. *With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.44.1: Write for various purposes and audiences across different genres, with teacher assistance and independently. <input type="checkbox"/> ELA.2.44.2: Actively participate in shared writing experiences and compose and develop a paragraph with a topic sentence, supporting details, and a concluding sentence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Change word choice and sentence structure in their writing to strengthen their piece. <input type="checkbox"/> Recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance. <input type="checkbox"/> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <input type="checkbox"/> Write simple sentences that convey meaning. <input type="checkbox"/> Dictate details to strengthen the topic. <input type="checkbox"/> Use descriptive words. <input type="checkbox"/> Orally describe a picture telling the main topic and key details.

45. Demonstrate understanding of standard English language conventions when writing.

- a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of information it conveys.
- b. Form regular nouns and verbs by adding -s or -es.
- c. Form and use simple present and past verb tenses.
- d. Form plurals by changing -y to -ies.
- e. Form and use frequently occurring irregular plural nouns and verbs.
- f. Use plural possessives.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.45.1: Write and speak abiding by the rules of standard English grammar, punctuation, capitalization, and spelling. <input type="checkbox"/> ELA.2.45.2: Use proper grammar, punctuation, capitalization, and spelling by following the rules of standard English. <input type="checkbox"/> ELA.2.45.3: Describe the type of information a noun, verb, and adjective provides in a sentence. <input type="checkbox"/> ELA.2.45.4: Identify the role or purpose of a noun, verb, and adjective in a sentence. <input type="checkbox"/> ELA.2.45.5: With prompting and support, describe the information a noun or verb conveys within a sentence. <input type="checkbox"/> ELA.2.45.6: With prompting and support, identify nouns and verbs in sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, exclamation point. <input type="checkbox"/> Capitalize the word I, all proper nouns, and words at the beginning of sentences. <input type="checkbox"/> Identify simple abbreviations, including those for titles (e.g., Mr., Mrs., Ms., and Dr.), calendar words (e.g., Jan., Feb., Mon., Tue.), and address words (e.g., St., Rd.). <input type="checkbox"/> Use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., (Sincerely,)) of a letter. <input type="checkbox"/> Learn and use new words encountered in discussions and in books that the teacher reads aloud. <input type="checkbox"/> Ask for meanings and clarification of unfamiliar words and ideas. <input type="checkbox"/> Describe people, places, things, and events with details. <input type="checkbox"/> Apply common singular and plural nouns with matching verbs in basic sentences (e.g., She walks., We walk.). <input type="checkbox"/> Apply action words (verbs), including, but not limited to, mark, circle, color, and draw, to give directions orally. <input type="checkbox"/> Use frequently occurring nouns and verbs. <input type="checkbox"/> Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking. <input type="checkbox"/> Expand vocabulary by using frequently occurring root words to read.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Inflectional forms (e.g., look, looks, looked, looking).<input type="checkbox"/> Use sentence-level context as a clue to the meaning of words and phrases.<input type="checkbox"/> Use singular and plural nouns and pronouns.<input type="checkbox"/> Use apostrophes in contractions and possessives.<input type="checkbox"/> Use contractions and singular possessives.<input type="checkbox"/> Demonstrate an understanding of what the apostrophe signifies in singular possessive words. |
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46. Gather and use research to answer questions to complete a research product.

- a. Create topics of interest for a research project.
- b. Create questions to gather information for a research project.
- c. Find information from a variety of sources.

Examples: books, magazines, newspapers, digital media

- d. Define plagiarism and explain the importance of using their own words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.2.46.1: Produce and publish writing individually. <input type="checkbox"/> ELA.2.46.2: Use a variety of digital tools to produce and publish writing. <input type="checkbox"/> ELA.2.46.3: With guidance and support, use a variety of digital tools to produce and publish writing independently. <input type="checkbox"/> ELA.2.46.4: Use research and writing to answer questions about a topic. <input type="checkbox"/> ELA.2.46.5: Answer questions about a topic in writing. <input type="checkbox"/> ELA.2.46.6: Use research and writing to describe a topic. <input type="checkbox"/> ELA.2.46.7: Describe a topic in writing. <input type="checkbox"/> ELA.2.46.8: Participate in shared research and writing projects. <input type="checkbox"/> ELA.2.46.9: Work collaboratively with peers and adults in research and writing projects. <input type="checkbox"/> ELA.2.46.10: Collaborate with peers to produce and publish writing. <input type="checkbox"/> ELA.2.46.11: With guidance and support, collaborate with peers to use a variety of digital tools to produce and publish writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple reference materials. <input type="checkbox"/> Alphabetize a list of five to eight words according to first letter. <input type="checkbox"/> Use a picture dictionary to locate unfamiliar words. <input type="checkbox"/> Discuss topics of interest. <input type="checkbox"/> Apply skills of description. <input type="checkbox"/> Generate ideas for topics based on interest or content areas. <input type="checkbox"/> Work collaboratively to generate questions to gather information. <input type="checkbox"/> Identify pictures, various texts, media, or people that can be used as sources of information. <input type="checkbox"/> Use provided sources to gather information, answer questions, or solve problems. <input type="checkbox"/> Use templates or visual displays (e.g., graphic organizers, charts, graphs, etc.) to organize information. <input type="checkbox"/> Use own words to record information. <input type="checkbox"/> Recognize common types of texts. <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text. <input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text. <input type="checkbox"/> Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <input type="checkbox"/> Summarize a small passage using their own words.

Grade 3

LITERACY FOUNDATIONS

Oral Language

1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

a. Elaborate on responses in conversations and discussions.

Examples: use precise, descriptive language; build upon previously expressed ideas

Learning Objectives

- ELA.3.1.1:** Add to conversations about grade-appropriate topics and texts using descriptive language.
- ELA.3.1.2:** Ask clarifying questions to build upon expressed ideas.
- ELA.3.1.3:** Extend conversations.
- ELA.3.1.4:** Converse with peers and adults.
- ELA.3.1.5:** Converse in small and large groups.
- ELA.3.1.6:** Take turns speaking with peers.
- ELA.3.1.7:** Respond to the comments of others.

Prior Knowledge

- Contribute to the discussion using cue cards or with specific responses of who, what, when, where, and why concept questions.
- Listen attentively to conversations about grade-appropriate topics and texts.

2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
- a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.2.1: Utilize keywords or information to inform the reader in presentations. <input type="checkbox"/> ELA.3.2.2: Utilize keywords or information to entertain the reader in presentations. <input type="checkbox"/> ELA.3.2.3: Utilize keywords or information to persuade the reader in presentations. <input type="checkbox"/> ELA.3.2.4: Present information using complex sentence structures and clear pronunciation. <input type="checkbox"/> ELA.3.2.5: Speak in complete sentences and use appropriate volume to present information orally. <input type="checkbox"/> ELA.3.2.6: Form complete sentences, use appropriate volume based on the situation or environment, and use clear pronunciation when sharing information orally. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use index cards or a power point and use the recording of their slides beforehand. <input type="checkbox"/> Attend to oral language and conversations and practice correct social/pragmatic skills. <input type="checkbox"/> Understand what the purposes of conversation or discussion are, such as informing, persuading, clarifying, and responding to questions or discussion points.

3. Apply oral literacy skills by participating in a variety of oral language activities.

Examples: plays, dramas, choral readings, oral reports

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.3.1: Demonstrate oral literacy skills in a variety of oral language activities, such as creating oral stories, participating in oral dramatic activities, and reciting poems and stories.<input type="checkbox"/> ELA.3.3.2: Summarize or discuss oral language activities (plays, dramas, choral readings, oral reports).<input type="checkbox"/> ELA.3.3.3: Share reflections about oral language activities (plays, dramas, choral readings, oral reports).<input type="checkbox"/> ELA.3.3.4: Discuss possible and probable variations in oral language activities (plays, dramas, choral readings, oral reports).<input type="checkbox"/> ELA.3.3.5: Participate in shared reading and discussions to build background knowledge and learn new information.	<ul style="list-style-type: none"><input type="checkbox"/> Perform with peer assistance and the use of cue cards.<input type="checkbox"/> Clearly describe people, places, things, and events.<input type="checkbox"/> Use relevant details in descriptions.<input type="checkbox"/> Express ideas clearly.

4. *Ask and answer questions using complete sentences and grade-level vocabulary.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.4.1: Answer <i>who, what, when, where, why,</i> and <i>how</i> questions about a text or conversation with appropriate key ideas and details. <input type="checkbox"/> ELA.3.4.2: Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format. <input type="checkbox"/> ELA.3.4.3: Answer questions about a text or conversation using complete sentences that provide information about key ideas and details. <input type="checkbox"/> ELA.3.4.4: Describe people, places, things, and events. <input type="checkbox"/> ELA.3.4.5: Use relevant details in sentences. <input type="checkbox"/> ELA.3.4.6: Express ideas clearly about a topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Building on others talk in conversations by responding to the comments of others through multiple exchanges. <input type="checkbox"/> Demonstrate eye contact, articulation, and appropriate voice intonation with oral presentations.

5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.5.1: Demonstrate the ability to express ideas about a topic or idea using appropriate volume and clear pronunciation.<input type="checkbox"/> ELA.3.5.2: Demonstrate the ability to give an opinion about a topic or idea using appropriate volume and clear pronunciation.<input type="checkbox"/> ELA.3.5.3: Demonstrate the ability to express feelings about a topic or idea using appropriate volume and clear pronunciation.<input type="checkbox"/> ELA.3.5.4: Know the difference between fact and opinion.<input type="checkbox"/> ELA.3.5.5: Identify and communicate feelings about a topic.	<ul style="list-style-type: none"><input type="checkbox"/> Attend appropriately to a conversation or discussion using correct social, pragmatic, and voice skills.<input type="checkbox"/> Fluently speak correct standard English grammar; using pauses, controlled speech, pronunciation, and correct voice level.

6. Use digital tools to enhance oral presentations, working collaboratively.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.6.1: Use presentation software to present orally on a topic completed collaboratively with peers or a group.<input type="checkbox"/> ELA.3.6.2: Use presentation software to present orally on a topic completed independently.<input type="checkbox"/> ELA.3.6.3: Use digital sound in oral presentations to expand understanding about a topic.<input type="checkbox"/> ELA.3.6.4: Use visual aids in a collaborative peer or group oral presentations to present key ideas and details about a text or conversation.<input type="checkbox"/> ELA.3.6.5: Use visual aids in an individual oral presentation to present key ideas and details about a text or conversation.	<ul style="list-style-type: none"><input type="checkbox"/> Add drawings or other visual displays to stories or recounts of experiences to clarify thoughts, feelings, and ideas.<input type="checkbox"/> Understand the basics of using digital tools and programs.<input type="checkbox"/> Work in a group cooperatively.<input type="checkbox"/> Follow rules of classroom groupings and contribute orally or nonverbally using communication device or alternative communication, meaningful to the presentation.

Phonological Awareness/Phonemic Awareness

- 7. *Demonstrate advanced phonemic awareness skills in spoken words.
 - a. Delete phonemes in initial and final blends of a spoken word.
Examples: Say smoke. Now say smoke, but don't say /m/. (soak)
Say best. Now say best, but don't say /s/. (bet)
 - b. Substitute phonemes in initial and final blends in a spoken word.
Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)
Say list. Now say list, but change the /s/ to /f/. (lift)
 - c. Reverse phonemes in a spoken word.
Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face)
Say slap. Now say slap but say the last sound first and the first sound last. (pals)
 - d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.
Examples: sap, lap; lip, slip; slit, lit; gob, cob; cub, cup, cap; train, rain, lane; lame, blame
 - e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.
Examples: Say photograph . Change graph to cell. (photocell)
Say anytime. Change time to where. (anywhere)
Say blocked. Change /t/ to /ing/. (blocking)

Learning Objectives

Prior Knowledge

- ELA.3.7.1:** In words with five to six phonemes, identify sound substitutions, such as identifying the vowel sound changed in the word pair.
- ELA.3.7.2:** Produce new words by substituting phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes.
- ELA.3.7.3:** Change one sound in a word at a time using phoneme addition, deletion, and substitution to resequencing sounds in a phoneme chain.

- Understand blending and segmenting.
- Understand irregular letter sounds and patterns.
- Recognize sounds of letter blends, digraphs, diphthongs, r-controlled vowels morph words by changing beginning and/or ending letter sounds to create a new word.
- Recognize and identify beginning and ending sounds in spoken words.
- Attend to a spoken word and discriminate between blends and other phonemic sounds.

- ELA.3.7.4:** Delete phonemes at the beginning or end of a word to produce the resulting word.
- ELA.3.7.5:** Delete the medial (middle) sound in a one syllable base word with a blend.
- ELA.3.7.6:** Delete the final (last) sound in in a one syllable base word with a blend.
- ELA.3.7.7:** Delete the initial (first) sound in a one-syllable base word with an initial blend.
- ELA.3.7.8:** With prompting and support, reverse sounds in word by saying the last sound first and the first sound last.
- ELA.3.7.9:** Identify individual phonemes in words and manipulate those sounds in activities involving phoneme chaining.
- ELA.3.7.10:** Apply substitution of selected substitution of word parts or syllables.
- ELA.3.7.11:** Produce new words by adding phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes.

- Understand basic blends and their sounds in spoken language and understands how to substitute in final and initial position of spoken words.
- Understand basic phonemes.
- Listen to and discriminate between phonemes and be able to reverse them in spoken words.
- Identify sounds of specific phonemes.
- Understand adding, deleting, and substituting sounds into additional words.
- Demonstrate knowledge of syllables and identifying suffixes in a series of words.

Phonics

8. *Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.
 - Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
 - Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations.
Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh
 - Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
*Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly
digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school
diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow*
 - Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate.
Examples: the noun con/vict vs. the verb con/vict'; the noun pro'/duce vs. the verb pro/duce'
 - Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict
 - Decode and encode contractions with am, is, has, not, have, would, and will.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll
 - Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.
Examples: hear/here; night/knight; tacks/tax
 - Decode and encode words with hard and soft c and g.

j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.8.1: Decode (read) words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation. <input type="checkbox"/> ELA.3.8.2: Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-<i>r</i>, vowel-consonant-<i>e</i>, vowel teams, consonant-<i>le</i>, and <i>schwa</i>.<i>/>. <input type="checkbox"/> ELA.3.8.3: Change the endings of words by dropping the <i>e</i> when adding suffixes or changing the <i>y</i>-to-<i>i</i>, when appropriate. <input type="checkbox"/> ELA.3.8.4: Accurately decode and encode words using prefixes, suffixes, or both. <input type="checkbox"/> ELA.3.8.5: With prompting and support, decode (read) words with common suffixes, including words with dropped <i>e</i> and <i>y</i>-to-<i>i</i> changes for suffix addition. <input type="checkbox"/> ELA.3.8.6: Accurately decode and encode contractions with <i>am</i>, <i>is</i>, <i>has</i>, <i>not</i>, <i>have</i>, <i>would</i>, and <i>will</i>, such as <i>I'm</i>, <i>he's</i>, <i>she's</i>, <i>isn't</i>, <i>don't</i>, <i>I've</i>, <i>he'd</i>, <i>they'll</i>. <input type="checkbox"/> Understand homophones and the concept of multiple word meanings. <input type="checkbox"/> ELA.3.8.7: With prompting and support, decode (read) words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation. <input type="checkbox"/> ELA.3.8.8: Decode and encode grade-appropriate high frequency words that spelled with one irregularity, such as <i>other</i>, <i>from</i>, <i>what</i>. <input type="checkbox"/> ELA.3.8.9: Accurately decode and encode words with the hard and soft sounds of <i>c</i> and <i>g</i>, in context and in isolation. <input type="checkbox"/> ELA.3.8.10: Decode and encode words with variable vowel teams (examples: <i>ea</i>, <i>ie</i>, <i>oo</i>) and vowel diphthongs (examples: <i>oi</i>, <i>ou</i>). <input type="checkbox"/> ELA.3.8.11: Decode and encode words with combinations, such as <i>qu</i>. <input type="checkbox"/> ELA.3.8.12: Decode and encode words with consonant trigraphs, such as <i>tch</i>, <i>dge</i>. <input type="checkbox"/> ELA.3.8.13: Decode words with silent letter combinations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one- syllable words. <input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> Decode words with common prefixes and suffixes. <input type="checkbox"/> Identify words with inconsistent but common identify and decode common prefixes and suffixes. <input type="checkbox"/> Discuss and explain the meaning of common prefixes and suffixes. <input type="checkbox"/> Identify, discuss, and explain how many English words originated from other languages. <input type="checkbox"/> Identify, discuss, and explain how many English word roots originated from Latin. <input type="checkbox"/> Use techniques for decoding multisyllabic words. <input type="checkbox"/> Identify multisyllabic words with common patterns. <input type="checkbox"/> Understand open and closed patterns, and sound combinations. <input type="checkbox"/> Identify the multisyllabic words, break down the word into syllables, and create multisyllabic words. <input type="checkbox"/> Identify and recognize the three-consonant blends, digraphs, trigraphs, quadrigraphs, <i>-igh</i>, combinations, diphthongs, and silent letter combinations. <input type="checkbox"/> Recognize and understand words with multiple sound. <input type="checkbox"/> Symbol correspondences and demonstrate when to use the correct sound in frequently used words. <input type="checkbox"/> Understand when to use the corresponding sound in multisyllabic words and pronounce the words according to the correct sound correspondence. <input type="checkbox"/> Identify the prefixes, suffixes, and roots of words. <input type="checkbox"/> Identify and recognize meanings of common prefixes and suffixes.

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| <ul style="list-style-type: none"> ❑ ELA.3.8.14: Decode and encode words with consonant digraphs, such as <i>sh, ch, th, ph, wh</i>. ❑ ELA.3.8.15: Decode and encode words with three-consonant blends and blends containing digraphs, such as <i>lunch</i> and <i>shred</i>. ❑ ELA.3.8.16: Decode grade-appropriate multisyllabic words using knowledge of multisyllabic word construction and syllable division principles; for example, <i>VC/CV, rab-bit; V/CV, o-pen; VC/V, cab-in; CV/VC, li-on</i>. ❑ ELA.3.8.17: Decode and encode grade-appropriate high frequency words that spelled using predictable, decodable phoneme-grapheme correspondences, such as <i>number, way, my, than, word</i>. ❑ ELA.3.8.18: Read and spell words in isolation and in context based on their knowledge of phoneme-grapheme relationships, multisyllabic word construction, and syllable division principles. ❑ ELA.3.8.19: Decode grade-appropriate high frequency words that spelled using predictable, decodable phoneme-grapheme correspondences. ❑ ELA.3.8.20: In isolation and within decodable, grade-appropriate texts, decode and encode words by applying phoneme-grapheme correspondences. ❑ ELA.3.8.21: In isolation and within decodable, grade-appropriate texts, decode and encode words using word-analysis skills. ❑ ELA.3.8.22: With prompting and support, decode (read) words with common vowel team syllables, including <i>ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue</i>. ❑ ELA.3.8.23: With prompting and support, decode (read) words with silent letter combinations. ❑ ELA.3.8.24: With prompting and support, decode (read) words with common prefixes including <i>un-, dis-, in-, re-, pre-, mis-, non-, and ex-</i>. | <ul style="list-style-type: none"> ❑ Use common prefixes and suffixes to decode words. ❑ Determine the meaning of words when a known prefix and/or suffix added to a known root word. ❑ Understand the combination of two words used in contraction word form. ❑ Identify hard and soft sounds of c and g with the assistance of flashcards and visual prompt. ❑ Identifying the hard and soft sounds with the use of the consonants c and g. ❑ Recognizing words on grade-level and high frequency words from below grade level that follow regular and irregular phoneme patterns. |
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Fluency

9. Apply previously taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.

Learning Objectives

- ELA.3.9.1:** Read multisyllabic words with accuracy and automaticity in and out of context by applying knowledge of phoneme-grapheme correspondences.
- ELA.3.9.2:** Accurately and automatically decode words by applying previously taught phoneme-grapheme correspondences, in and out of context.
- ELA.3.9.3:** Demonstrate the ability to substitute phonemes in the middle of a word.
- ELA.3.9.4:** Demonstrate the ability to substitute phonemes at the end of a word.
- ELA.3.9.5:** Demonstrate the ability to substitute a phoneme at the beginning of a word.
- ELA.3.9.6:** Demonstrate the ability to delete phonemes in the middle of a word and read the new word.
- ELA.3.9.7:** Demonstrate the ability to delete phonemes at the end of a word and read the new word.
- ELA.3.9.8:** Demonstrate the ability to delete phonemes at the beginning of a word and read the new word.
- ELA.3.9.9:** Demonstrate the ability to add phonemes to the middle of a word and read the new word.
- ELA.3.9.10:** Demonstrate the ability to add phonemes to the end of a word and read the new word.
- ELA.3.9.11:** Demonstrate the ability to add phonemes to the beginning of a word and read the new word.

Prior Knowledge

- Recognizing words on grade-level and high frequency words from below grade level that follow regular and irregular phoneme patterns.
- Understand basic phonemes.
- Listen to and discriminate between phonemes and be able to reverse them in spoken words.
- After review, read multisyllabic words with accuracy and automaticity from familiar phoneme-grapheme correspondences.

10. *Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.10.1: Read grade-appropriate texts accurately and fluently. <input type="checkbox"/> ELA.3.10.2: Read words quickly without pausing to sound them out. <input type="checkbox"/> ELA.3.10.3: Read and reread at a pace that supports comprehension of the text. <input type="checkbox"/> ELA.3.10.4: Apply decoding skills to reading text. <input type="checkbox"/> ELA.3.10.5: Apply word recognition skills to reading text. <input type="checkbox"/> ELA.3.10.6: Understands that letters and letter patterns represent sounds in spoken language. <input type="checkbox"/> ELA.3.10.7: Exhibits the ability to manipulate words to include rhymes, syllables, and phonemes. <input type="checkbox"/> ELA.3.10.8: Exhibits the ability to recognize spoken parts of words. <input type="checkbox"/> ELA.3.10.9: Understanding that print carries meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Retell text read to confirm comprehension. <input type="checkbox"/> Recognize first and/or second grade sight words independently. <input type="checkbox"/> Decode regularly spelled multi-syllabic words with short and long vowels. <input type="checkbox"/> Decode regularly spelled multi-syllabic words with short and long vowels with prompting.

11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.11.1: Identify phrasing in grade-appropriate poetry.<input type="checkbox"/> ELA.3.11.2: Identify rhythm in grade-appropriate poetry.<input type="checkbox"/> ELA.3.11.3: Identify rhyme in grade-appropriate poetry.<input type="checkbox"/> ELA.3.11.4: Identify the features of poetry, including words that rhyme, stressed syllables that create rhythm, and words that are grouped together as phrases.<input type="checkbox"/> ELA.3.11.5: Read poetry.	<ul style="list-style-type: none"><input type="checkbox"/> Read and comprehend poetry.<input type="checkbox"/> Identify basic rhythm, rhyme, and meaningful expression.

12. *Read high-frequency words commonly found in grade-appropriate text accurately and automatically.

Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.12.1: Encode grade-appropriate high-frequency words using their knowledge of phoneme-grapheme correspondences and irregular spelling patterns. <input type="checkbox"/> ELA.3.12.2: Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, such as <i>said, are, to</i>. <input type="checkbox"/> ELA.3.12.3: Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences. <input type="checkbox"/> ELA.3.12.4: Understand that the apostrophe used as a place holder for missing letters when combining the two words. <input type="checkbox"/> ELA.3.12.5: Encode words with final /v/ sound by adding an <i>e</i> at the end of the word, such as in <i>have, give, save</i>. <input type="checkbox"/> ELA.3.12.6: Encode words with final /ch/ sound spelled <i>-ch</i> and <i>-tch</i>. <input type="checkbox"/> ELA.3.12.7: Encode words with consonant digraphs. <input type="checkbox"/> ELA.3.12.8: Encode words with two-consonant blends in beginning position. <input type="checkbox"/> ELA.3.12.9: With prompting and support, encode (write/spell) words with common prefixes <i>re-</i>, <i>un-</i>, and <i>mis-</i>. <input type="checkbox"/> ELA.3.12.10: Encode words with suffixes, such as <i>dogs, wishes, jumping, jumped, faster, fastest</i>. <input type="checkbox"/> ELA.3.12.11: Encode grade-appropriate high frequency words, such as <i>am, at, can, he, we, be in, it, came, like</i>. <input type="checkbox"/> ELA.3.12.12: With prompting and support, encode homophones using knowledge of the English language and word meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one- syllable words. <input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> Decode words with common prefixes and suffixes. <input type="checkbox"/> Identify words with inconsistent but common spelling-sound correspondences. <input type="checkbox"/> Recognize and read irregularly spelled words.

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| <ul style="list-style-type: none">❑ ELA.3.12.13: Encode words with the vowel-consonant-<i>e</i> syllable patterns, such as <i>hike, spike, joke, dime, make</i>.❑ ELA.3.12.14: Encode words with common vowel teams and diphthongs.❑ ELA.3.12.15: Encode words with vowel-<i>r</i> combinations.❑ ELA 3.12.16: Encode vowel-consonant and consonant-vowel-consonant words, using knowledge of basic position-based spelling rules, such as the <i>C-K Spelling Rule</i>.❑ ELA.3.12.17: Encode consonant-vowel words, using knowledge of open syllable patterns.❑ ELA. 3.12.18: Accurately spell vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. | |
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Vocabulary

13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

Learning Objectives

- ELA.3.13.1:** Make connections to a word's structure using speech sounds, meaningful word parts, and spelling of the word to aid learning.
- ELA.3.13.2:** Use new academic, content-specific vocabulary by making connections to previously learned words.
- ELA.3.13.3:** Use new academic, content-specific vocabulary by relating new words to background knowledge.
- ELA.3.13.4:** Apply knowledge of speech sounds, meaningful word parts, and spelling of the word to aid learning.
- ELA.3.13.5:** Utilize grade-appropriate vocabulary.
- ELA.3.13.6:** Make connections to previously learned vocabulary words.
- ELA.3.13.7:** Relate new vocabulary words to background knowledge.

Prior Knowledge

- Utilize grade-appropriate vocabulary.
- Relate new vocabulary words to background knowledge.
- Make connections to a word's structure using speech sounds, meaningful word parts, and spelling of the word to aid learning.
- With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary.
- Make connections to previously learned vocabulary words.

14. *Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
- a. Determine meaning of words using synonyms in context.
 - b. Determine meaning of words using antonyms as a clue.
 - c. Describe the similarities and differences between related words.
 - d. Use knowledge of homophones to determine appropriate use of words.
 - e. Interpret figurative language.
 - f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.
- Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing. Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.*

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.14.1: Describe word relationships by relating words of opposite meanings (antonyms) and similar meanings (synonyms). <input type="checkbox"/> ELA.3.14.2: Describe shades of meaning in related words by acting out <i>tiptoe</i>, <i>creep</i>, and <i>march</i> to distinguish nuances in words related to <i>walking</i>. <input type="checkbox"/> ELA.3.14.3: Describe the nuances of words that have different shades of meaning (example: <i>happy</i> vs.). <input type="checkbox"/> ELA.3.14.4: Apply word relationships by relating words of opposite meanings (antonyms) and similar meanings (synonyms). <input type="checkbox"/> ELA.3.14.5: Distinguish shades of meaning among verbs, such as <i>act out jog</i>, <i>gallop</i>, and <i>sprint</i> to distinguish shades of meaning in words related to <i>run</i>. <input type="checkbox"/> ELA.3.14.6: Distinguish shades of meaning among adjectives, such as <i>pretty</i>, <i>beautiful</i>, <i>gorgeous</i>; <i>tiny</i>, <i>small</i>, <i>petite</i>. <input type="checkbox"/> ELA.3.14.7: Describe how the meaning of words are alike or different. <input type="checkbox"/> ELA.3.14.8: Apply knowledge of homophones to determine the correct word meaning and its appropriate use in context. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define homonym, homophone, homograph, affix, prefix, suffix, and root (base) word. <input type="checkbox"/> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). <input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <input type="checkbox"/> Locate words in a dictionary by using guide words. <input type="checkbox"/> Apply alphabetical order to the first or second letter of words to access information. <input type="checkbox"/> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <input type="checkbox"/> Understand words with similar meanings and how to choose correctly according to the context. <input type="checkbox"/> Use context clues and understanding the content of the word.

ELA.3.14.9: With prompting and support, interpret figurative language to understand its meaning.

- Orally produce words that rhyme with an audible guide word by changing the initial phoneme (sip-ship, heart-part); -count phonemes in one-syllable words.
- Blend separately spoken phonemes to make one-syllable words.
- Segment words by producing each phoneme.
- Determine whether the medial vowel sound is the same or different in a set of one-syllable words.
- Sort picture cards by the beginning/initial, medial, and final ending phonemes.
- Remove a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).
- Add a phoneme from an orally presented word or rime to make a new word (e. g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map).
- Change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).
- Understand similarities and differences of words.
- Identify homophones and using the content of the sentence to choose the best word choice.
- Understand the concept of figurative language and how to identify reality vs. fantasy.
- Background knowledge of words and ability to compare fiction and nonfiction.

15. *Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
- a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.
Examples: affixes -less, -ful, pro-, trans- ; roots aqua, cent, port, form, ject, spect, dict, tend, fer
 - b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.
 - c. Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.
Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment
 - d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.
 - e. Sort words with shared and varied suffixes by parts of speech.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.15.1: Utilize morphemes as clues to identify the meaning of unknown words. <input type="checkbox"/> ELA.3.15.2: Use affixes as clues to the meaning of unknown words. <input type="checkbox"/> ELA.3.15.3: Identify frequently occurring root words and their inflectional forms. <input type="checkbox"/> ELA.3.15.4: Apply knowledge of suffixes and prefixes to word meaning. <input type="checkbox"/> ELA.3.15.5: Demonstrate understanding that suffixes impact the meaning of a word. <input type="checkbox"/> ELA.3.15.6: Demonstrate understanding that prefixes impact the meaning of a word. <input type="checkbox"/> ELA.3.15.7: Break words down into their smallest meaningful parts (morphemes) to determine the meaning of an unknown word. <input type="checkbox"/> ELA.3.15.8: Divide compound words into their smaller individual words to determine the meaning of unknown words. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <input type="checkbox"/> Apply knowledge of regular and irregular vowel patterns to decode words; -apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. <input type="checkbox"/> Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words. <input type="checkbox"/> Discuss meanings of words. <input type="checkbox"/> Use sentence-level context as a clue to the meaning of words and phrases. <input type="checkbox"/> Read and identify a root word and identify it as being Latin or Greek to connect to meaning to identify an unknown word. <input type="checkbox"/> Attend to and fluently read words. <input type="checkbox"/> Identify the parts of speech and identify suffixes in words.

16. *Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.16.1: Demonstrate understanding of an assigned portion of text (containing grade level vocabulary), by answering preselected questions. <input type="checkbox"/> ELA.3.16.2: Demonstrate understanding of an assigned portion of text (containing grade level vocabulary), by paraphrasing the meaning. <input type="checkbox"/> ELA.3.16.3: Identify vocabulary words in portions of text. <input type="checkbox"/> ELA.3.16.4: Use new vocabulary words in context of a sentence to derive meaning. <input type="checkbox"/> ELA.3.16.5: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <input type="checkbox"/> ELA.3.16.6: Use new vocabulary in connection to prior life or educational experiences. <input type="checkbox"/> ELA.3.16.7: Ask and answer questions about unfamiliar/unknown words in the text. <input type="checkbox"/> ELA.3.16.8: Use and interpret illustrations to gain meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use new vocabulary words correctly within the context of play or other classroom experiences. <input type="checkbox"/> Connect new vocabulary with prior educational experiences. <input type="checkbox"/> Connect new vocabulary with real-life experiences. <input type="checkbox"/> Use new vocabulary words correctly within the context of play or other classroom experiences.

17. Use grade-level academic and domain-specific vocabulary in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.17.1: Utilize new vocabulary to produce an informative or explanatory paragraph in which they name a topic, supply some facts about the topic, and provide some sense of closure.<input type="checkbox"/> ELA.3.17.2: Utilize new vocabulary to produce an informative or explanatory sentence about a topic.<input type="checkbox"/> ELA.3.17.3: Write sentences that convey meaning related to a specific topic.<input type="checkbox"/> ELA.3.17.4: Write sentences with correct capitalization and punctuation.<input type="checkbox"/> ELA.3.17.5: Use new vocabulary words in context of a sentence to derive meaning.<input type="checkbox"/> ELA.3.17.6: Read unknown vocabulary words below and on grade level.	<ul style="list-style-type: none"><input type="checkbox"/> Use appropriate and correct domain-specific vocabulary in writings using background knowledge and context clues to match the topics and words.<input type="checkbox"/> Use new vocabulary words correctly within the context of play or other classroom experiences.<input type="checkbox"/> Connect new vocabulary with prior educational experiences.<input type="checkbox"/> Connect new vocabulary with real-life experiences.<input type="checkbox"/> Use new vocabulary words correctly within the context of play or other classroom experiences.

Comprehension

18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

Learning Objectives

- ELA.3.18.1:** Use content knowledge learned from read-alouds and independent reading in writing.
- ELA.3.18.2:** Build content knowledge from listening to text read aloud and from independent reading.
- ELA.3.18.3:** Gain new content knowledge by engaging in read-alouds of informational and literary texts.
- ELA.3.18.4:** Produce drawings or writing that displays content knowledge learned through read-alouds.
- ELA.3.18.5:** Participate in discussions with peers demonstrating their knowledge of content-specific topics.
- ELA.3.18.6:** Use content knowledge learned from read-alouds and independent reading in content-specific discussions with peers.

Prior Knowledge

- Identify key details from text and retell events in discussion verbally or written.

19. *Determine the explicit or implied main idea and supporting details of a text.
- a. Explain how supporting details contribute to the main idea, using textual evidence.
 - b. Recount or summarize the key ideas from the text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.19.1: Explain how the supporting details provide more information about the main idea. <input type="checkbox"/> ELA.3.19.2: Identify the supporting details in literary and informational text. <input type="checkbox"/> ELA.3.19.3: Retell or summarize the most important (key) ideas from a text. <input type="checkbox"/> ELA.3.19.4: Identify the main topic of literary and informational texts. <input type="checkbox"/> ELA.3.19.5: With prompting and support, identify key details of literary and informational texts. <input type="checkbox"/> ELA.3.19.6: With prompting and support, identify the main idea in literary and informational text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <input type="checkbox"/> Identify the beginning, middle, and end of a story. <input type="checkbox"/> Read with purpose and understanding. <input type="checkbox"/> Preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings. <input type="checkbox"/> Identify and use text features to locate facts and information in a text. <input type="checkbox"/> Distinguish between information provided by pictures or illustrations and information provided by words in the text. <input type="checkbox"/> Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. <input type="checkbox"/> Identify the main idea and key details. <input type="checkbox"/> Attend to and fluently read literary text with comprehension. <input type="checkbox"/> Identify key ideas and summarize into a concise text.

20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.20.1: Identify structure of informational or application text and how it supports the topic.<input type="checkbox"/> ELA.3.20.2: Identify literary and informational text chosen for information (probing the student to give details of why the chosen text would be informational).<input type="checkbox"/> ELA.3.20.3: Identify literary and informational text chosen for application (probing the student to give details of why the texts chosen would serve this purpose).<input type="checkbox"/> ELA.3.20.4: Identify literary and informational text chosen for pleasure reading (probing the student to give details of why the choices would be pleasurable).<input type="checkbox"/> ELA.3.20.5: Use current background knowledge to make connections to new information presented in text.	<ul style="list-style-type: none"><input type="checkbox"/> Attend to various forms of literary text and fluently read with comprehension.<input type="checkbox"/> Identify key details such as background knowledge, topic, and characters.

21. *Identify and interpret various cohesive devices that link words and sentences to one another within the text.

Examples: pronoun references, conjunctions, word substitution using synonyms

Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.21.1: Interpret cohesive devices to comprehend text at the sentence and paragraph level. <input type="checkbox"/> ELA.3.21.2: Use frequently occurring conjunctions (e.g., and, but, or, so, because). <input type="checkbox"/> ELA.3.21.3: Demonstrate understanding that pronouns can replace nouns (For example, “Before publishing her <i>recipes</i>, Liz personally tested them all). <input type="checkbox"/> ELA.3.21.4: Understand that pronouns can replace another noun. <input type="checkbox"/> ELA.3.21.5: Demonstrate syntactic awareness. <input type="checkbox"/> ELA.3.21.6: Manipulate words/or phrases to create simple sentences, including declarative and interrogative. <input type="checkbox"/> ELA.3.21.7: Demonstrate comprehension at the sentence level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose correct conjunction given choices. <input type="checkbox"/> Engage in conversation accurately utilizing conjunctions.

22. *Describe literary elements within a story, including setting, plot, characters, and themes.
- a. Describe in detail the characters’ behavior, emotions, and traits and explain how their actions influence events in the story.
 - b. Explain how the characters’ actions and dialogue contribute to the meaning of the story.
 - c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.
 - d. Compare and contrast the themes, settings, and plots from two texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.22.1: Compare and contrast story elements in literary texts, such as characters, settings, sequence of events, and plots. <input type="checkbox"/> ELA.3.22.2: Identify the central message or moral of a story using information from the text. <input type="checkbox"/> ELA.3.22.3: Identify the theme of a myth, fable, or folktale. <input type="checkbox"/> ELA.3.22.4: With prompting and support, explain the central message or moral of a literary text using evidence from the text. <input type="checkbox"/> ELA.3.22.5: Describe characters' traits, feelings, and behaviors by using information from the text. <input type="checkbox"/> ELA.3.22.6: Describe the characters of a story using illustrations and textual evidence. <input type="checkbox"/> ELA.3.22.7: Identify characters in a story. <input type="checkbox"/> ELA.3.22.8: Describe the setting of a story using illustrations and textual evidence. <input type="checkbox"/> ELA.3.22.9: Explain the major events of a story in order by using text evidence. <input type="checkbox"/> ELA.3.22.10: Identify major events in a story. <input type="checkbox"/> ELA.3.22.11: Retell the plot of a story in chronological order. <input type="checkbox"/> ELA.3.22.12: Identify the setting of a story. <input type="checkbox"/> ELA.3.22.13: Describe the main story elements in a text. <input type="checkbox"/> ELA.3.22.14: Identify the main story elements in a text. <input type="checkbox"/> ELA.3.22.15: Identify the setting of a story. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <input type="checkbox"/> Identify the main idea and retell key details of a text. <input type="checkbox"/> Fluently read and comprehend literary text and identify the character. <input type="checkbox"/> Pick out character details such as behavior, emotions, traits and how their actions influence the events. <input type="checkbox"/> Understand cause and effect. <input type="checkbox"/> Identify character dialogue and how it contributes to the meaning of the story. <input type="checkbox"/> Read fluently and comprehend texts. <input type="checkbox"/> Understand the terms: myth, themes, moral, fables, folktales. <input type="checkbox"/> Explain orally or written the meaning or central message in the story, myths, fables, and folktales. <input type="checkbox"/> Understand how to compare and contrast. <input type="checkbox"/> Understand the terms: themes, setting, and plot. <input type="checkbox"/> Understand how to use a Venn Diagram or other graphic organizer to assist in comparison and contrasting multiple texts.

23. Identify and use text features in informational passages to locate information.

Examples: headings, photographs, illustrations, labels, charts, graphs, legends

- a. Explain how text features support details in the text.
- b. Explain how illustrations contribute to meaning in a story.
- c. Interpret text features used in written and digital formats.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.23.1: Explain how text features can improve comprehension of text.<input type="checkbox"/> ELA.3.23.2: Explain how text features can clarify the meaning of text.<input type="checkbox"/> ELA.3.23.3: Use text features to locate ideas, facts, and supporting details.<input type="checkbox"/> ELA.3.23.4: Use text features to locate key facts or information in printed or digital text.<input type="checkbox"/> ELA.3.23.5: Identify text features in printed and digital text.<input type="checkbox"/> ELA.3.23.6: Use text features to locate ideas, facts, and supporting details.<input type="checkbox"/> ELA.3.23.7: Locate captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations within a text.<input type="checkbox"/> ELA.3.23.8: Identify captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations by naming them within a text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify various text features and locate requested information.<input type="checkbox"/> Identify various text features and identify supporting details.<input type="checkbox"/> Understand what an illustration is and its importance to a story.<input type="checkbox"/> Understand text features from previous exposure and use of digital formats.

24. *Identify the text structures within literary and informational texts.

a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.24.1: Identify common types of texts and their features, including literary, informational, fairy tale, and poetry. <input type="checkbox"/> ELA.3.24.2: Identify the text structure of literary texts. <input type="checkbox"/> ELA.3.24.3: Identify the text structure of informational texts. <input type="checkbox"/> ELA.3.24.4: Sequence events from a story. <input type="checkbox"/> ELA.3.24.5: Describe the beginning, middle, and end of a story. <input type="checkbox"/> ELA.3.24.6: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <input type="checkbox"/> ELA.3.24.7: Identify the parts of a story (e.g., problem, solution, or plot). <input type="checkbox"/> ELA.3.24.8: Relate details of a text to time, sequence, and cause and effect (e.g., first, next, then, and last). 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <input type="checkbox"/> Ask and answer questions in complete sentences. <input type="checkbox"/> Identify structures in a passage, short story, or text recognizing the sequence of events, and problems and solutions using the evidence from the passage, short story, or text.

25. Identify statements in informational texts as facts or opinions.

- a. Use prior knowledge and/or details from the text to distinguish fact from opinion.
- b. Use information gathered from research to evaluate opinions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.25.1: Use prior knowledge and information learned through research to make judgments on opinions within texts.<input type="checkbox"/> ELA.3.25.2: Identify facts that support the topic of a text.<input type="checkbox"/> ELA.3.25.3: Differentiate between a fact and an opinion in a text.<input type="checkbox"/> ELA.3.25.4: Explore several books by a favorite author and express opinions about them.	<ul style="list-style-type: none"><input type="checkbox"/> Understand fact and opinion and how to select those statements from text.<input type="checkbox"/> Read with purpose and understanding.<input type="checkbox"/> Preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings.<input type="checkbox"/> Identify and use text features to locate facts and information in a text.<input type="checkbox"/> Identify opinions in text and in context.

26. Use text comparisons (text to text, text to self, and text to world) to make meaning.
- a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
 - b. Compare different versions of the same story.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.26.1: Compare and contrast two or more versions of the same story by different authors, from different cultures, or from different points of view. <input type="checkbox"/> ELA.3.26.2: Identify the similarities and differences between two texts on the same topic. <input type="checkbox"/> ELA.3.26.3: Compare and contrast important details after reading two texts that have a common theme or topic. <input type="checkbox"/> ELA.3.26.4: Identify the differences in the two texts of the same story. <input type="checkbox"/> ELA.3.26.5: Identify the similarities in the two texts of the same story. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify text to text, text to self, text to world. <input type="checkbox"/> Recognize events in text and connect or compare to prior knowledge on specific topic. <input type="checkbox"/> Recognize and compare the text from different views.

27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.

Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.27.1: Identify rhyming words in poems or songs.<input type="checkbox"/> ELA.3.27.2: Identify the pattern of sounds that repeat at the end of a line or stanza in poems or songs.<input type="checkbox"/> ELA.3.27.3: Read and identify different types of poetry.	<ul style="list-style-type: none"><input type="checkbox"/> Identify common signs and logos.<input type="checkbox"/> Explain that printed materials provide information.<input type="checkbox"/> Read and explain own writing and drawings.<input type="checkbox"/> Discuss meanings of words.<input type="checkbox"/> Increase vocabulary by listening to a variety of texts read aloud.<input type="checkbox"/> Use vocabulary from other content areas; -ask about words not understood.

28. Identify the narration of a literary text as first person or third person.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.28.1: Demonstrate understanding of third person in a variety of text.<input type="checkbox"/> ELA.3.28.2: Demonstrate understanding of first person in a variety of text.<input type="checkbox"/> ELA.3.28.3: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.<input type="checkbox"/> ELA.3.28.4: Identify who is telling the story at various points in a text.<input type="checkbox"/> ELA.3.28.5: Identify who is telling a story by using text evidence.<input type="checkbox"/> ELA.3.28.6: Use the term narrator to refer to the speaker who is telling the story.	<ul style="list-style-type: none"><input type="checkbox"/> Identify first and second person verbiage and text.

29. Determine the main idea of a text read aloud or information presented in an audible format.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.29.1: Identify the main topic of literary and informational texts.<input type="checkbox"/> ELA.3.29.2: Identify key details of literary and informational texts.<input type="checkbox"/> ELA.3.29.3: Identify the main idea of a text as well as the focus of specific paragraphs within the text.<input type="checkbox"/> ELA.3.29.4: Identify the main idea and retell key details of a text.<input type="checkbox"/> ELA.3.29.5: Identify key details of a text.<input type="checkbox"/> ELA.3.29.6: Identify the main idea of a picture.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the main idea of a sentence or text read aloud using the key details to recognize the main idea.

30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.30.1: Demonstrate comprehension at the sentence level.<input type="checkbox"/> ELA.3.30.2: Use coordinating conjunctions to combine two simple sentences into a compound sentence in their writing.<input type="checkbox"/> ELA.3.30.3: Demonstrate syntactic awareness.<input type="checkbox"/> ELA.3.30.4: Manipulate words/or phrases to create simple sentences, including declarative and interrogative.<input type="checkbox"/> ELA.3.30.5: Manipulate words and/or phrases to create simple and compound sentences in their writing.	<ul style="list-style-type: none"><input type="checkbox"/> Create a basic sentence and understand how to use the conjunctions to combine more than one simple sentence.

Writing

31. *Write legibly in cursive with connected, correctly formed letters and appropriate spacing between words.

Learning Objectives

- ELA.3.31.1:** Correctly use the cursive writing strokes to write the uppercase and lowercase cursive letters.
- ELA.3.31.2:** Correctly form the cursive writing strokes including the undercurve, overcurve, downcurve, and slant.
- ELA.3.31.3:** Write letters that can be easily by others.
- ELA.3.31.4:** Write legibly.
- ELA.3.31.5:** Use proper pencil grip.

Prior Knowledge

- Form lowercase letters in cursive.
- Form uppercase letters in cursive.
- Form lowercase letters in manuscript.
- Form uppercase letters in manuscript.

32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
- Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
 - Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.
 - Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.
 - Encode words with less common prefixes, suffixes, and common Latin roots.
*Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Latin roots: port, form, ject, spect, dict, tend, fer*
 - Encode frequently confused homophones accurately, using context to determine correct spelling.
Examples: hear/here; night/knight; tacks/tax

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.32.1: Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <input type="checkbox"/> ELA.3.32.2: Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables. <input type="checkbox"/> ELA.3.32.3: Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph “eigh”, vowel-y, hard and soft c and g, silent letter combinations, and contractions. <input type="checkbox"/> ELA.3.32.4: Encode words with less common prefixes, suffixes, and common Latin roots. <input type="checkbox"/> ELA.3.32.5: Encode frequently confused homophones accurately, using context to determine correct spelling. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize syllables, identify multisyllabic words, build words with multiple syllables using phone-grapheme correspondences. <input type="checkbox"/> Identify syllables in a word and construct multisyllabic words. <input type="checkbox"/> Determine correct vowel pattern/sound -fluently identify syllable pattern in multisyllabic words. <input type="checkbox"/> Identify blends of two and three letters and read them fluently. <input type="checkbox"/> Use digraphs, trigraphs, combinations, and contractions. <input type="checkbox"/> Understand prefixes and suffixes. <input type="checkbox"/> Be able to identify the root of a word and utilize background knowledge on commonly used prefixes and suffixes. <input type="checkbox"/> Understand homophones. <input type="checkbox"/> Use context clues to choose the correct meaning of the word for correct spelling.

33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

Learning Objectives

- ELA.3.33.1:** Write a narrative with a logical sequence of events and provide details that describe how the character feels, acts, and thinks.
- ELA.3.33.2:** Write a narrative that recounts two or more appropriately sequenced events.
- ELA.3.33.3:** Use transition words in a narrative story.
- ELA.3.33.4:** Incorporate relevant details in a narrative story.
- ELA.3.33.5:** Provide a sense of closure when ending a narrative story.
- ELA.3.33.6:** Write a personal narrative that recalls a personal experience or write a fictional narrative with a made-up story.

Prior Knowledge

- Identify fiction and nonfiction.
- Identify narrative.
- Categorize thoughts to fulfill writing process according to structure of thoughts.

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

Learning Objectives	Prior Knowledge
<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> ELA.3.34.1: Write an informative or explanatory text about a topic.<input type="checkbox"/> ELA.3.34.2: Use sources to find facts.<input type="checkbox"/> ELA.3.34.3: End the text by providing a sense of closure.<input type="checkbox"/> ELA.3.34.4: Write an informative or explanatory text.<input type="checkbox"/> ELA.3.34.5: Write an informative or explanatory text that begins with introducing the topic, provides facts and details about the topic, and ends with a conclusion.	<ul style="list-style-type: none"><input type="checkbox"/> Identify explanatory topics.<input type="checkbox"/> Use the writing process to collaborate thoughts into meaningful elaboration of an informative text.

35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.

Learning Objectives	Prior Knowledge
<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> ELA.3.35.1: End the writing piece by providing a sense of closure.<input type="checkbox"/> ELA.3.35.2: Use sources to find reasons a reader may consider the argument to support an argument of a topic.<input type="checkbox"/> ELA.3.35.3: Write an argument piece about a topic or text using details to support the opinion.<input type="checkbox"/> ELA.3.35.4: End the writing piece by providing a sense of closure, restating position on a topic.<input type="checkbox"/> ELA.3.35.5: Write an argument piece with an introduction that supports an argument or claim.<input type="checkbox"/> ELA.3.35.6: Write an argument piece with at least one supporting detail.<input type="checkbox"/> ELA.3.35.7: Use sources to find a support for a side of an argument or claim.	<ul style="list-style-type: none"><input type="checkbox"/> Identify an argumentative topic.<input type="checkbox"/> Understand the writing process.<input type="checkbox"/> Use logic reasoning and evidence.

36. *Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.
- a. Use articles a, an, and the correctly.
 - b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
 - c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
 - d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.36.1: Demonstrate use of correct punctuation in creating work samples in a variety of classroom activities. <input type="checkbox"/> ELA.3.36.2: Demonstrate use of capitalization in creating work samples in a variety of classroom activities. <input type="checkbox"/> ELA.3.36.3: Form and expand sentences using conjunctions, like <i>because, so, but</i>. <input type="checkbox"/> ELA.3.36.4: Write sentences that correctly use commas to separate words in a series, such as <i>cat, dog, turtle, etc.</i> <input type="checkbox"/> ELA.3.36.5: Explain the type of information nouns, verbs, adjectives, and adverbs provide in a sentence. <input type="checkbox"/> ELA.3.36.6: Demonstrate understanding of abbreviations of days of the week, months of the year, state names, and titles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define coordinating and subordinating conjunctions. <input type="checkbox"/> Define regular and irregular verbs or nouns. <input type="checkbox"/> Define modified, comparative, and superlative adjectives or adverbs. <input type="checkbox"/> Define subject-verb and pronoun-antecedent agreement. <input type="checkbox"/> Define and use collective nouns (e.g., group) and abstract nouns (e.g., childhood). <input type="checkbox"/> Write a basic sentence with correct capitalization and punctuation. <input type="checkbox"/> Identify and understand what an article is and be able to use it in a sentence. <input type="checkbox"/> Identify the following in a sentence: noun, verb, adjectives, adverb, pronoun, preposition, and conjunction. <input type="checkbox"/> Explain what each part of speech is and what information it conveys in the sentence. <input type="checkbox"/> Manipulate parts of speech to change to irregulars, or plural forms. <input type="checkbox"/> Understand what an abbreviation and how to use basic abbreviations.

37. *Compose simple, compound, and complex sentences with correct subject-verb agreement.

- a. Identify and correct sentence fragments and run-on sentences.
- b. Identify the subject and predicate of a sentence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.37.1: Identify the features of a sentence including, capitalization of the first word and end punctuation. <input type="checkbox"/> ELA.3.37.2: Combine a subject and predicate to compose a simple sentence that expresses a complete thought. <input type="checkbox"/> ELA.3.37.3: With prompting and support, recognize, name, and correctly use end punctuation. <input type="checkbox"/> ELA.3.37.4: With prompting and support, utilize appropriate academic vocabulary when using end punctuation, such as period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences. <input type="checkbox"/> ELA.3.37.5: Write complete sentences with appropriate ending punctuation marks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize or recall specific terminology. <input type="checkbox"/> Define subject-verb and pronoun-antecedent agreement. <input type="checkbox"/> Define and use collective nouns and abstract nouns. <input type="checkbox"/> Form and use frequently occurring irregular plural nouns. <input type="checkbox"/> Define and use collective nouns (e.g., group) and abstract nouns (e.g., childhood). <input type="checkbox"/> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <input type="checkbox"/> Use reflexive pronouns (e.g., myself, ourselves). <input type="checkbox"/> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <input type="checkbox"/> Use adjectives and adverbs; choose between them depending on what is to be changed. <input type="checkbox"/> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the boy). <input type="checkbox"/> Fluently read a sentence. <input type="checkbox"/> Understand predicate and subject of a sentence.

38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.38.1: Actively participate in shared writing experiences and compose and develop a paragraph with a topic sentence, supporting details, and a concluding sentence.<input type="checkbox"/> ELA.3.38.2: With prompting and support, write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.<input type="checkbox"/> ELA.3.38.3: Define sentence, paragraph, topic, revise, and edit.<input type="checkbox"/> ELA.3.38.4: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.<input type="checkbox"/> ELA.3.38.5: Determine purpose and audience prior to writing. Examples: purpose—writer addresses topic in correct mode; audience— writer uses appropriate tone.<input type="checkbox"/> ELA.3.38.6: Organize sentences into a paragraph to address a topic or tell a story.<input type="checkbox"/> ELA.3.38.7: Organize words into sentences.<input type="checkbox"/> ELA.3.38.8: Use a variety of sentence types.<input type="checkbox"/> ELA.3.38.9: Write a complete sentence using correct spelling, capitalization, and punctuation.<input type="checkbox"/> ELA.3.38.10: Write legibly in cursive or manuscript.	<ul style="list-style-type: none"><input type="checkbox"/> Understand the writing process.<input type="checkbox"/> Write complete sentences with correct mechanics and grammar.<input type="checkbox"/> Understand what a closing sentence is and how it is important to write it correctly to summarize the paragraph.

39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.
- a. Avoid plagiarism by using their own words and utilizing digital sources ethically.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.3.39.1: Explain the importance of using their own words in their writing. <input type="checkbox"/> ELA.3.39.2: Find information to answer research questions using a variety of sources, such as <i>books, magazines, newspapers, or digital media</i>. <input type="checkbox"/> ELA.3.39.3: Create questions and gather information to answer those questions to complete a research project. <input type="checkbox"/> ELA.3.39.4: Generate a list of interesting topics for a research project. <input type="checkbox"/> ELA.3.39.5: Gather and use the research to answer questions and create a research product. <input type="checkbox"/> ELA.3.39.6: Use strategies to gather information from provided sources to write about a topic. <input type="checkbox"/> ELA.3.39.7: Describe a topic in writing. <input type="checkbox"/> ELA.3.39.8: Answer questions about a topic in writing. <input type="checkbox"/> ELA.3.39.9: Participate in shared research and writing projects. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding in reliable digital sources. <input type="checkbox"/> Utilized project outlines. <input type="checkbox"/> Utilize report outline and requirements. <input type="checkbox"/> Understand what plagiarism is. <input type="checkbox"/> Understand why they should use their own words. <input type="checkbox"/> Cite information used correctly. <input type="checkbox"/> Understand what ethics in writing are.

40. Use grade-level and domain-appropriate vocabulary in writing.

a. Use specific vocabulary to develop a story.

b. Use specific vocabulary to explain or inform on a topic.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.40.1: Use subject-related words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).<input type="checkbox"/> ELA.3.40.2: Use subject-related 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).<input type="checkbox"/> ELA.3.40.3: Use subject-related words and phrases acquired through conversations, reading, and being read to, and responding to texts.<input type="checkbox"/> ELA.3.40.4: Use new and challenging vocabulary words correctly within the context of classroom experiences.<input type="checkbox"/> ELA.3.40.5: Connect new vocabulary with prior life or educational experiences.<input type="checkbox"/> ELA.3.40.6: Spontaneously name pictures, objects, or actions.	<ul style="list-style-type: none"><input type="checkbox"/> Identify appropriate meaning of vocabulary.<input type="checkbox"/> Use correct sentence structure to create a sentence.<input type="checkbox"/> Understand specific vocabulary styles.<input type="checkbox"/> Identify vocabulary.<input type="checkbox"/> Utilize dictionary for correct meaning.

41. Use words and phrases in writing for effect and elaboration.

a. Use transition words and phrases for sentence variety.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.3.41.1: Incorporate relevant details in a narrative story.<input type="checkbox"/> ELA.3.41.2: Provide a sense of closure when ending a narrative story.<input type="checkbox"/> ELA.3.41.3: Incorporate relevant details in a narrative story.<input type="checkbox"/> ELA.3.41.4: Use transition words in a narrative story.<input type="checkbox"/> ELA.3.41.5: Write a narrative that recounts two or more appropriately sequenced events.<input type="checkbox"/> ELA.3.41.6: Add illustrations or other visual displays to clarify ideas, thoughts, and feelings.<input type="checkbox"/> ELA.3.41.7: Use adjectives to describe ideas, thoughts, and feelings.	<ul style="list-style-type: none"><input type="checkbox"/> Utilize vocabulary and high frequency words to construct valid sentences.<input type="checkbox"/> Identify transition words.<input type="checkbox"/> Know the meaning of transition words and how to use in context.

42. Write poetry or prose in response to visual images to interpret their meanings.

Learning Objectives	Prior Knowledge
<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> ELA.3.42.1: Write a simple poem.<input type="checkbox"/> ELA.3.42.2: Choose a subject for a poem.<input type="checkbox"/> ELA.3.42.3: Know the structural elements in prose, poetry, and drama.<input type="checkbox"/> ELA.3.42.4: Have knowledge of literary devices.<input type="checkbox"/> ELA.3.42.5: Apply knowledge of text features to convey meaning.<input type="checkbox"/> ELA.3.42.6: Activate prior knowledge of context clues.	<ul style="list-style-type: none"><input type="checkbox"/> Identify poem.<input type="checkbox"/> Utilize picture words.<input type="checkbox"/> Correlate images and visuals to words.

Grade 4

LITERACY FOUNDATIONS

Phonics

1. ***Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.**

Learning Objectives

- ELA.4.1.1:** Read unfamiliar multisyllabic words in isolation.
- ELA.4.1.2:** Read words with a variety of syllable types in isolation.
- ELA.4.1.3:** Read words with phoneme-grapheme correspondences in isolation.
- ELA.4.1.4:** Read unfamiliar multisyllabic words in context.
- ELA.4.1.5:** Read words with a variety of syllable types in context.
- ELA.4.1.6:** Read words with phoneme-grapheme correspondences in context.

Prior Knowledge

- With prompting and support read words with multiple syllables.
- With prompting and support read words with different syllable types.
- Recognize and recall words with scaffolding.
- Have basic knowledge of syllable types.
- Have basic knowledge of phoneme-grapheme correspondences.

2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and schwa syllables.

Examples: dam-age, ac-tive, na-tion

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.2.1: Decode words with more than one syllable using knowledge of odd, and <i>schwa syllables</i>. <input type="checkbox"/> ELA.4.2.2: Decode words with more than one syllable using knowledge of consonant <i>-le syllables</i>. <input type="checkbox"/> ELA.4.2.3: Decode words with more than one syllable using knowledge of <i>r-controlled syllables</i>. <input type="checkbox"/> ELA.4.2.4: Decode words with more than one syllable using knowledge of vowel team syllables. <input type="checkbox"/> ELA.4.2.5: Decode words with more than one syllable using knowledge of open syllables. <input type="checkbox"/> ELA.4.2.6: Decode words with more than one syllable using knowledge of vowel-consonant-<i>e syllables</i>. <input type="checkbox"/> ELA.4.2.7: Decode words with more than one syllable using knowledge of closed syllables. 	<ul style="list-style-type: none"> <input type="checkbox"/> Can divide words of common objects into parts/syllables (clapping, etc.). <input type="checkbox"/> Can divide their name into different parts/syllables (clapping, etc.). <input type="checkbox"/> With prompting and support can decode a word containing an r-controlled vowel. <input type="checkbox"/> With prompting and support can decode a word with various diphthongs in the word. <input type="checkbox"/> With prompting and support can decode a word with various vowel teams in the word. <input type="checkbox"/> With prompting and support can decode a word with a long vowel sound, spelled with a single vowel letter at the end of the word. <input type="checkbox"/> With prompting and support can decode a word with a long vowel, spelled with one vowel + one consonant + silent e. <input type="checkbox"/> With prompting and support can decode a word with a short vowel, spelled with a single vowel letter ending in one or more consonants. <input type="checkbox"/> Have basic knowledge of syllable types.

3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.3.1: Read grade-appropriate irregularly spelled words.<input type="checkbox"/> ELA.4.3.2: Decode multisyllabic words and words with common Latin suffixes and prefixes.<input type="checkbox"/> ELA.4.3.3: Identify and know the meaning of root words, the most common prefixes, and derivational suffixes.	<ul style="list-style-type: none"><input type="checkbox"/> Remember and understand knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words with support.<input type="checkbox"/> With prompting support, identify how a root word changes with a given suffix.<input type="checkbox"/> With prompting support, identify how a root word changes with a given prefix.<input type="checkbox"/> Identify the suffix in a simple familiar word.<input type="checkbox"/> Identify the prefix in a simple familiar word.<input type="checkbox"/> Identify the root in simple familiar words.

4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.4.1: Apply knowledge of suffixes to encode multisyllabic words.<input type="checkbox"/> ELA.4.4.2: Apply knowledge of prefixes to encode multisyllabic words.<input type="checkbox"/> ELA.4.4.3: Apply knowledge of roots to encode multisyllabic words.	<ul style="list-style-type: none"><input type="checkbox"/> Remember and understand the knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words with support.<input type="checkbox"/> With prompting support construct root word changes with a given suffix.<input type="checkbox"/> With prompting support construct root word changes with a given prefix.<input type="checkbox"/> With prompting support categorize/sort words with the same suffix.<input type="checkbox"/> With prompting support categorize/sort words with the same prefix.

Fluency

5. *Demonstrate fluency when reading grade-level text and when responding through writing or speaking.

Learning Objectives

Prior Knowledge

- ELA.4.5.1:** Read and reread at a pace that supports comprehension of the text.
- ELA.4.5.2:** Read the grade-appropriate text.
- ELA.4.5.3:** Read a page of a selected text accurately, with automaticity and prosody (expression), while retelling details.
- ELA.4.5.4:** Read a page of a selected text accurately and with automaticity.
- ELA.4.5.5:** Read a page of a selected text with accuracy.
- ELA.4.5.6:** Read a paragraph of a selected text accurately, with automaticity, and prosody (expression), while retelling details.
- ELA.4.5.7:** Read a paragraph of a selected text accurately, with automaticity, and prosody (expression).
- ELA.4.5.8:** Read a paragraph of a selected text accurately and with automaticity.
- ELA.4.5.9:** Read a paragraph of a selected text accurately.
- ELA.4.5.10:** Read words in a sentence without pausing to sound them out.

- Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
- Apply decoding skills to ability-leveled text.
- Apply word recognition skills to reading text.
- Understands that letters and letter patterns represent sounds in spoken language.
- Exhibits the ability to manipulate words to include rhymes, syllables, and phonemes.
- Exhibits the ability to recognize spoken parts of words.
- Exhibits understanding that print carries meaning.

6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.6.1: Read selected text with appropriate pauses while using punctuation and sentence structure.<input type="checkbox"/> ELA.4.6.2: Read and reread at a pace that supports comprehension of the text.<input type="checkbox"/> ELA.4.6.3: Read differing types of sentences using the appropriate intonation, signaled by end punctuation.	<ul style="list-style-type: none"><input type="checkbox"/> Know the meaning of punctuation marks.<input type="checkbox"/> Know techniques to make appropriate changes to voice, tone, and expression.<input type="checkbox"/> Context to add in word recognition.

7. Read words with irregular and regular spelling patterns accurately and automatically.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.7.1: Demonstrate understanding that there are silent letter digraphs (gnat, knife).<input type="checkbox"/> ELA.4.7.2: Demonstrate understanding that a trigraph is three consonants that make one sound. (tch, dge).<input type="checkbox"/> ELA.4.7.3: Demonstrates understanding that combination qu represents two sounds.<input type="checkbox"/> ELA.4.7.4: Demonstrates understanding that odd letter “x” represents two different sounds.<input type="checkbox"/> ELA.4.7.5: Demonstrates understanding that blends have two or three consonants, and each produces its own sound.<input type="checkbox"/> ELA.4.7.6: Demonstrates understanding that digraphs can be two letters that represent one sound.<input type="checkbox"/> ELA.4.7.7: Demonstrates understanding that doublets represent one phoneme.<input type="checkbox"/> ELA.4.7.8: Demonstrates understanding that a single consonant letter represents a single consonant phoneme.	<ul style="list-style-type: none"><input type="checkbox"/> Have knowledge of letter-sound correspondences and syllabication patterns.<input type="checkbox"/> Have knowledge of vocabulary such as root, suffix, prefix, etc.<input type="checkbox"/> Have knowledge of using context to decode unfamiliar words.

8. *Write routinely and independently in response to text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.8.1: Use content knowledge learned from read-alouds and independent reading in writing. <input type="checkbox"/> ELA.4.8.2: Build content knowledge from independent reading. <input type="checkbox"/> ELA.4.8.3: Build content knowledge from listening to text read aloud. <input type="checkbox"/> ELA.4.8.4: Build content knowledge from independent reading. <input type="checkbox"/> ELA.4.8.5: Use content knowledge learned from read-alouds and independent reading in content-specific discussions with peers. <input type="checkbox"/> ELA 4.8.6: Determine purpose and audience prior to writing. <input type="checkbox"/> ELA 4.8.7: Write in journals following teacher guidelines. <input type="checkbox"/> ELA 4.8.8: Participate in guided writing. <input type="checkbox"/> ELA 4.8.9: Participate in shared writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write routinely, with support, and scaffolding in response to text. <input type="checkbox"/> Applies strategies for creating written pieces of work. <input type="checkbox"/> Write using varied sentence structure and appropriate transition words. <input type="checkbox"/> Write complete sentences using correct capitalization, punctuation, spelling, and grammar. <input type="checkbox"/> Write words and sentences legibly with proper spacing.

Vocabulary	
9. *Accurately interpret general academic and domain-specific words and phrases.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.9.1: Use new academic, content-specific vocabulary by making connections to previously learned words.<input type="checkbox"/> ELA.4.9.2: Use new academic, content-specific vocabulary by relating new words to background knowledge.	<ul style="list-style-type: none"><input type="checkbox"/> Identify general academic and domain-specific words.

10. Interpret words and phrases, including figurative language, as they are used in a text.
- Explain how specific word choices shape meaning or tone.
 - Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.
 - Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.10.1: Distinguish the meanings of common examples of figurative language and demonstrate an understanding of those meanings. <input type="checkbox"/> ELA.4.10.2: Distinguish shades of meaning in related words and give reasons for choosing to use a particular word in writing or speaking. <input type="checkbox"/> ELA.4.10.3: Discuss relationships of words and give reasons for choosing to use a particular word in writing or speaking; for example, <i>words related to home include house, residence, and habitat.</i> <input type="checkbox"/> ELA.4.10.4: With prompting and support, interpret figurative language to understand its meaning. <input type="checkbox"/> ELA.4.10.5: Identify and analyze meaningful parts of words or phrases in discussions and/or text. <input type="checkbox"/> ELA.4.10.6: Identifying similes, metaphors, alliterations, personifications, hyperbole, and idioms and locating them in text. <input type="checkbox"/> ELA.4.10.7: Describe word relationships by relating words of opposite meanings (antonyms) and similar meanings (synonyms). <input type="checkbox"/> ELA.4.10.8: Demonstrate an understanding of synonyms, antonyms, and homographs and their meanings. <input type="checkbox"/> ELA.4.10.9: Describe the relationships between words and nuances in word meanings. <input type="checkbox"/> ELA.4.10.10: Interpret figurative language to understand its meaning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give examples of words that shape the meaning and tone of a text. <input type="checkbox"/> Use synonyms to interpret word meaning in context. <input type="checkbox"/> Use antonyms as a clue to interpret word meaning.

11. Use commonly misused words correctly in writing.

Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.11.1: Determine or clarify the meaning of unknown and multiple-meaning words and from a range of strategies.<input type="checkbox"/> ELA.4.11.2: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<input type="checkbox"/> ELA.4.11.3: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).<input type="checkbox"/> ELA.4.11.4: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"><input type="checkbox"/> Knowing/understanding the meaning of commonly misused words.<input type="checkbox"/> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).<input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).<input type="checkbox"/> Locate words in a dictionary by using guide words.<input type="checkbox"/> Apply alphabetical order to the second and third letter of words to access information.<input type="checkbox"/> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).<input type="checkbox"/> Categorize objects or words.<input type="checkbox"/> Sort objects or words.

12. Consult reference materials to find the pronunciation of unknown words and phrases.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.12.1: Use dictionaries (or glossaries in the back of their books) to locate the meanings of unfamiliar or multi-meaning words.<input type="checkbox"/> ELA.4.12.2: Use words within a text to help them determine the meaning of an unfamiliar or multi-meaning words.<input type="checkbox"/> ELA.4.12.3: Use sentence-level context as a clue to the meaning of a word or phrase.<input type="checkbox"/> ELA.4.12.4: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).<input type="checkbox"/> ELA.4.12.5: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<input type="checkbox"/> ELA.4.12.6: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"><input type="checkbox"/> Have knowledge of reference materials used to find pronunciations of words and knowledge of phonetic symbols used in these reference materials.

13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.13.1: Use new academic, content-specific vocabulary by relating new words to background knowledge.<input type="checkbox"/> ELA.4.13.2: Participate in presentations prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<input type="checkbox"/> ELA.4.13.3: Follow agreed-upon rules for discussions and carry out assigned roles in discussions/presentations.<input type="checkbox"/> ELA.4.13.4: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.<input type="checkbox"/> ELA.4.13.5: Review the key ideas expressed in presentations and discussions.<input type="checkbox"/> ELA.4.13.6: Explain ideas and understanding the topic of the discussion/presentation.	<ul style="list-style-type: none"><input type="checkbox"/> Have knowledge of grade appropriate academic and domain-specific words and phrases.<input type="checkbox"/> Techniques for collecting new words and phrases.<input type="checkbox"/> Use grade appropriate conversational words and phrases.<input type="checkbox"/> Acquire and use words and phrases about a specific point or topic.

Comprehension

14. *Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.

Learning Objectives

- ELA.4.14.1:** Build content knowledge from listening to text read aloud and from independently reading.
- ELA.4.14.2:** Use content knowledge learned from read-alouds and independent reading in content-specific discussions with peers.
- ELA.4.14.3:** Use content knowledge learned from read-alouds and independent reading in writing.
- ELA.4.14.4:** Introduce a topic and group related information together; include illustrations.
- ELA.4.14.5:** Develop the topic with facts, definitions, and details.
- ELA.4.14.6:** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- ELA.4.14.7:** Provide a concluding statement or section.
- ELA.4.14.8:** Use a variety of sentence types (e.g., declarative, imperative, interrogative, exclamatory).
- ELA.4.14.9:** Write sentences with correct capitalization and punctuation.
- ELA.4.14.10:** Use headings and subheadings as appropriate.

Prior Knowledge

- Utilizing informational text content to discuss text, with support and teacher scaffolding.

15. *Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- a. Identify and explain attitudes and influences of multiple characters within a text.
 - b. Explain how the main character changes throughout the story, using explicit evidence from the text.
 - c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.15.1: Identify the main story elements in a literary text, such as characters, settings, and plot. <input type="checkbox"/> ELA.4.15.2: Explain the major events of a story in order by using text evidence. <input type="checkbox"/> ELA.4.15.3: Describe characters' traits, feelings, and behaviors by using information from the text. <input type="checkbox"/> ELA.4.15.4: Describe the setting of a story by using evidence from the text. <input type="checkbox"/> ELA.4.15.5: Identify the central message or moral of a story using information from the text. <input type="checkbox"/> ELA.4.15.6: Identify the theme of a myth, fable, or folktale. <input type="checkbox"/> ELA.4.15.7: Identify and describe the literary elements, including setting, plot, characters, and theme, within the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain and/or summarize details about a character, setting, or event in a story or drama, drawing on specific details in the text. <input type="checkbox"/> Identify attitudes and influences of multiple characters within a text. <input type="checkbox"/> Summarize how the main character changes throughout the story, using explicit evidence from the text. <input type="checkbox"/> Give examples about a character's behavior, the setting, and/or specific events, using explicit details from the story. <input type="checkbox"/> Identifying and comparing characters within a text. <input type="checkbox"/> Identifying the main character and retelling and sequencing of the text. <input type="checkbox"/> Identifying meaning of inference. <input type="checkbox"/> Identification of character and setting. <input type="checkbox"/> Ability to retell story and sequence events.

16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama.
- Identify clues in the text to recognize implicit meanings.
 - Apply prior knowledge to textual clues to draw conclusions about the author’s meaning.
 - Make an inference about the meaning of a text and support it with textual evidence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.16.1: Identify rhyming words in poems or songs. <input type="checkbox"/> ELA.4.16.2: Identify the pattern of sounds that repeat at the end of a line or stanza in poems or songs. <input type="checkbox"/> ELA.4.16.3: Read and identify different types of poetry. <input type="checkbox"/> ELA.4.16.4: Identify the literary devices when reading prose, poetry, and dramas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the structural elements in prose, poetry, and drama. <input type="checkbox"/> Have knowledge of literary devices. <input type="checkbox"/> Apply knowledge of text features to convey meaning. <input type="checkbox"/> Activate prior knowledge of context clues. <input type="checkbox"/> Knowledge of the meaning of drawing conclusions. <input type="checkbox"/> Demonstrate the ability to refer to details from story to support thinking. <input type="checkbox"/> Knowledge of the meaning of an inference. <input type="checkbox"/> Ability to refer to details from story to support thinking.

17. *Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.
- Explain the difference between first person and third person narration, including omniscient and third person limited.
 - State an opinion of the author's use of narration, supporting reasoning with examples from the text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.17.1: Identify the narration of a literary text as first person or third person. <input type="checkbox"/> ELA.4.17.2: Define point-of-view, first- and third-person narrative. <input type="checkbox"/> ELA.4.17.3: Distinguish the reader's point of view from that of the narrator or those of the characters. <input type="checkbox"/> ELA.4.17.4: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <input type="checkbox"/> ELA.4.17.5: Identify who is telling the story at various points in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective (with support). <input type="checkbox"/> Understand that there are differences in types of narration.

18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.
- Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.
 - Compare the perspectives of different characters within a text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.18.1: Define and cite examples of firsthand and secondhand accounts of the same events or topics. <input type="checkbox"/> ELA.4.18.2: Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading. <input type="checkbox"/> ELA.4.18.3: Identify who is telling the story at various points in a text. <input type="checkbox"/> ELA.4.18.4: Determine similarities between a text they are currently reading and a text that have read in the past. <input type="checkbox"/> ELA.4.18.5: Use prior knowledge to make comparisons between texts. <input type="checkbox"/> ELA.4.18.6: Compare a text to a current event or their background knowledge to make meaning of the information presented in the text. <input type="checkbox"/> ELA.4.18.7: Compare a text to their personal experiences to make meaning of the information presented in the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Techniques for identifying and tracking the point of view of the narrator. <input type="checkbox"/> Ability to refer to details from the story to support thinking. <input type="checkbox"/> Ability to compare and contrast. <input type="checkbox"/> Knowledge and application of comparing and contrasting events. <input type="checkbox"/> Ability to determine differences. <input type="checkbox"/> Knowledge of determining firsthand and secondhand accounts. <input type="checkbox"/> Techniques for comparing characters.

19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.
- Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.
 - Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.19.1: Compare and contrast story elements in literary texts, such as characters, settings, sequence of events, and plots. <input type="checkbox"/> ELA.4.19.2: Explain the meaning of the central message, theme, or moral conveyed in the passage. <input type="checkbox"/> ELA.4.19.3: Compare and contrast literary elements, such as themes, settings, and plots, of two texts. <input type="checkbox"/> ELA.4.19.4: Identify the central message, theme, or moral of a story, including myths, fables, and folktales. <input type="checkbox"/> ELA.4.19.5: Identify the central message or moral of a story using information from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Techniques for comparing and contrasting and common themes and topics in literature. <input type="checkbox"/> Knowledge of definitions of implied theme, explicit theme, and life lesson. <input type="checkbox"/> Techniques and strategies used to provide examples. <input type="checkbox"/> Knowledge of different themes such as implied and explicit. <input type="checkbox"/> Able to use techniques and strategies to find examples.

20. *Use details and examples from a text to indicate what the text explicitly states.
- Interpret facts from an informational article, using details and examples from the text to explain the interpretation.
 - List the main questions answered by an informational article.
 - Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.
 - Explain the differences between primary and secondary sources, giving examples from texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.20.1: Use the information gathered from research to determine if the opinion makes sense or contributes to the text. <input type="checkbox"/> ELA.4.20.2: Demonstrate understanding that primary sources are firsthand accounts of events and provide raw information. <input type="checkbox"/> ELA.4.20.3: Demonstrate understanding that secondary sources explain, analyze, or summarize primary sources. <input type="checkbox"/> ELA.4.20.4: Identify facts within an informational text. <input type="checkbox"/> ELA.4.20.5: Identify opinions within an informational text. <input type="checkbox"/> ELA.4.20.6: Distinguish between facts and opinions using their prior knowledge. <input type="checkbox"/> ELA.4.20.7: Distinguish between facts and opinions using details from the text. <input type="checkbox"/> ELA.4.20.8: Identify the opinions within a text. <input type="checkbox"/> ELA.4.20.9: Gather information from research about a particular statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recall details and examples from a text to indicate what the text explicitly states. <input type="checkbox"/> Recall facts from an informational article. <input type="checkbox"/> With support, list the main questions answered by an informational article. <input type="checkbox"/> Identify statements in an article or other informational text as fact or opinion and give reasons for each choice. <input type="checkbox"/> Recall facts from an informational text. <input type="checkbox"/> Answer questions about information in a text. <input type="checkbox"/> Knowledge of definition of fact, opinion, and ability to apply these definitions.

21. Explain how relevant details support the implied or explicit main idea of a text.
- Determine the central idea or theme of a text.
 - Explain the difference between implied and explicit details.
 - Summarize the key supporting details by citing evidence from a text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.21.1: Identify the central message or moral of a story using information from the text. <input type="checkbox"/> ELA.4.21.2: Identify the main idea in literary and informational text. <input type="checkbox"/> ELA.4.21.3: Identify the supporting details in literary and informational text. <input type="checkbox"/> ELA.4.21.4: Explain how the supporting details provide more information about the main idea. <input type="checkbox"/> ELA.4.21.5: Retell or summarize the most important (key) ideas from a text. <input type="checkbox"/> ELA.4.21.6: Identify the main idea of a text. <input type="checkbox"/> ELA.4.21.7: Determine if the main idea is stated or implied. <input type="checkbox"/> ELA.4.21.8: Identify the supporting details of a text. <input type="checkbox"/> ELA.4.21.9: Explain how the supporting details provide more information about the main idea, using evidence from the text. <input type="checkbox"/> ELA.4.21.10: Identify the central message, theme, or moral of a story, including myths, fables, and folktales. <input type="checkbox"/> ELA.4.21.11: Explain the meaning of the central message, theme, or moral conveyed in the passage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of implicit and explicit main idea. <input type="checkbox"/> Ability to apply these definitions in identifying the implicit or explicit main idea. <input type="checkbox"/> Recall of details from a text to support implicit and explicit main idea. <input type="checkbox"/> Knowledge of meaning of central idea or theme. <input type="checkbox"/> Knowledge of the meaning of implied and explicit. <input type="checkbox"/> Recall of details in a text. <input type="checkbox"/> Ability to retell a text.

22. *Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.

a. Cite evidence to explain the author's perspective toward a topic in an informational text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.22.1: Identify the main idea in literary and informational text.<input type="checkbox"/> ELA.4.22.2: Identify the supporting details in literary and informational text.<input type="checkbox"/> ELA.4.22.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.<input type="checkbox"/> ELA.4.22.4: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.<input type="checkbox"/> ELA.4.22.5: Describe the connection between two individuals, events, ideas, or pieces of information in a text.<input type="checkbox"/> ELA.4.22.6: Explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (e.g., first, next, then, and last).<input type="checkbox"/> ELA.4.22.7: With guidance and support from adults, explain the steps in a procedure using language that pertains to time, sequence, and cause and effect (e.g., first, next, then, and last).	<ul style="list-style-type: none"><input type="checkbox"/> Identify and explain events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.<input type="checkbox"/> With support, cite evidence to explain the author's perspective toward a topic in an informational text.<input type="checkbox"/> Recall evidence that supports the author's perspective with support.

23. Evaluate how text features and structures contribute to the meaning of an informational text.

- a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.
- b. Interpret information from text features in both print and digital formats.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.23.1: Explain how text features can clarify the meaning of text.<input type="checkbox"/> ELA.4.23.2: Explain how text features can improve comprehension of text.<input type="checkbox"/> ELA.4.23.3: Identify text features and explain how the text features supports details in a text.<input type="checkbox"/> ELA.4.23.4: Interpret text features presented in a digital format.<input type="checkbox"/> ELA.4.23.5: Interpret text features presented in a written format.<input type="checkbox"/> ELA.4.23.6: Explain how text structures contribute to the meaning of the text.<input type="checkbox"/> ELA.4.23.7: Use text features to locate ideas, facts, and supporting details.<input type="checkbox"/> ELA.4.23.8: Identify the text structure of selected texts.<input type="checkbox"/> ELA.4.23.9: Identify captions, bold print, subheads, indexes, graphs, maps, glossaries, and illustrations by naming them within a text.<input type="checkbox"/> ELA.4.23.10: Locate captions, bold print, subheads, indexes, graphs, maps, glossaries, illustrations, headings, photographs, labels, charts, and legends within a text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify how the structure of the word contributes to the meaning with support.<input type="checkbox"/> Identify the difference between cause and effect, and problem and solution with support.<input type="checkbox"/> Recall information from both written and digital text with support.

24. *Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.

a. Make text-based inferences to determine possible reasons for an author's stance.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.24.1: Draw conclusions after reading a text. <input type="checkbox"/> ELA.4.24.2: Identify how an author uses reasons and evidence to support points in a text. <input type="checkbox"/> ELA.4.24.3: Describe the logical connection between sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). <input type="checkbox"/> ELA.4.24.4: Sequence events from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify reasons and evidence to support particular points and claims in an informational text or argument. <input type="checkbox"/> With support, make text-based inferences to determine possible reasons for an author's stance. <input type="checkbox"/> Identify parts of the story that go along with the author's stance with support.

25. Explain how the form of a poem contributes to its meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.25.1: Read and identify different types of poetry.<input type="checkbox"/> ELA.4.25.2: Identify theme of a story, drama, or poem.<input type="checkbox"/> ELA.4.25.3: With guidance and support, identify theme of a story, drama, or poem.<input type="checkbox"/> ELA.4.25.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.<input type="checkbox"/> ELA.4.25.5: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the inner workings of the poem with support.<input type="checkbox"/> Draft simple poems addressing a topic.<input type="checkbox"/> Differentiate between fact and opinion.<input type="checkbox"/> Write simple sentences that convey meaning.<input type="checkbox"/> Express opinion and ideas.

26. Analyze how rhythm and rhyme in poetry contribute to meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.26.1: Identify rhyming words in poems or songs.<input type="checkbox"/> ELA.4.26.2: Identify the pattern of sounds that repeat at the end of a line or stanza in poems or songs.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the difference between writing that has rhythm and writing that contains rhymes with support.

27. Identify the reasons and evidence a speaker provides to support particular points.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.27.1: Identify a speaker’s main points.<input type="checkbox"/> ELA.4.27.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.<input type="checkbox"/> ELA.4.27.3: Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.<input type="checkbox"/> ELA.4.27.4: Ask and answer questions about a story read aloud to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.<input type="checkbox"/> ELA.4.27.5: Determine the main ideas of a text read aloud or information presented in an audible format.<input type="checkbox"/> ELA.4.27.6: Demonstrate active listening skills.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the different parts of the speaker's voice.

28. *Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.28.1: Answer questions about a topic in writing. <input type="checkbox"/> ELA.4.28.2: Tell a story or recount an experience with appropriate facts and relevant, descriptive details. <input type="checkbox"/> ELA.4.28.3: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <input type="checkbox"/> ELA.5.28.4: Produce complete sentences when appropriate. <input type="checkbox"/> ELA.5.28.5: Use appropriate grammar and vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write clear and coherent responses to texts, using evidence that supports a particular point, with prompting and support. <input type="checkbox"/> Write simple sentences that convey meaning. <input type="checkbox"/> Dictate details to strengthen the topic. <input type="checkbox"/> Identify descriptive words. <input type="checkbox"/> Orally describe a picture telling the main topic and key details.

29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.29.1: Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation.<input type="checkbox"/> ELA.4.29.2: Add drawings or other visual displays to stories or recounts of experiences to clarify thoughts, feelings, and ideas.<input type="checkbox"/> ELA.4.29.3: Orally describe key ideas and details about a text, conversation, or personal experience.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the process of adding audio recordings to presentations with support.

30. Synthesize information on a topic in order to write or speak knowledgeably about the subject.
- a. Make complex inferences within and across texts to determine the importance of information.
 - b. Use evidence to explain information across texts including different perspectives and/or points of view.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.30.1: Gather and use the research to answer questions and create a research product. <input type="checkbox"/> ELA.4.30.2: Participate in shared research and writing projects. <input type="checkbox"/> ELA.4.30.3: Interpret information from simple charts, maps, graphs, and directions. <input type="checkbox"/> ELA.4.30.4: Generate oral and written questions to gather information. <input type="checkbox"/> ELA.4.30.5: Develop an outline/graphic organizer of main points for given topic or question. <input type="checkbox"/> ELA.4.30.6: Identify supporting details for main idea. <input type="checkbox"/> ELA.4.30.7: Develop main idea for written response. <input type="checkbox"/> ELA.4.30.8: Use parts of a book to locate information on a given topic. <input type="checkbox"/> ELA.4.30.9: Select information from print and non-print resources pertaining to the topic. <input type="checkbox"/> ELA.4.30.10: Identify reference materials and their uses. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the key points of a subject area with support. <input type="checkbox"/> Identify the inner workings of the key points of the important information with support. <input type="checkbox"/> Recall important information about the texts with support.

31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.31.1: Define paraphrase.<input type="checkbox"/> ELA.4.31.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<input type="checkbox"/> ELA.4.31.3: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.<input type="checkbox"/> ELA.4.31.4: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"><input type="checkbox"/> Recall information from a presentation with support.<input type="checkbox"/> Locate captions, illustrations, tables, and photographs to extend meaning of written text.<input type="checkbox"/> Identify key concepts from the texts.<input type="checkbox"/> Follow 2- and 3-step directions.<input type="checkbox"/> Restate information read aloud from a text.

Writing

32. *Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.

Learning Objectives

- ELA.4.32.1:** With prompting and support, write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.
- ELA.4.32.2:** Write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.
- ELA.4.32.3:** Write poetry or prose after viewing visual images to explain their meaning.

Prior Knowledge

- Respond verbally to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, with support, demonstrating below and on grade-level proficiency.

33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Introduce a research topic clearly and group related ideas.
 - Integrate and cite evidence to present research findings in written form.
 - Paraphrase portions of texts or information presented in diverse media and formats.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.33.1: Gather and use the research to answer questions and create a research product. <input type="checkbox"/> ELA.4.33.2: Generate a list of interesting topics for a research project. <input type="checkbox"/> ELA.4.33.3: Create questions and gather information to answer those questions to complete a research project. <input type="checkbox"/> ELA.4.33.4: Find information to answer research questions using a variety of sources, such as <i>books, magazines, newspapers, or digital media</i>. <input type="checkbox"/> ELA.4.33.5: Explain the importance of using their own words in their writing. <input type="checkbox"/> ELA.4.33.6: Gather information about a topic from a variety of print and digital sources. <input type="checkbox"/> ELA.4.33.7: Evaluate the relevance of the information to the topic. <input type="checkbox"/> ELA.4.33.8: Use information to create a project, report, or presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand different formats of research. <input type="checkbox"/> Recall the writing process. <input type="checkbox"/> Have prior knowledge of topic, theme, and main idea. <input type="checkbox"/> Recall information on one topic. <input type="checkbox"/> Familiar with different types of research materials. <input type="checkbox"/> Knowledge of how to summarize an article, text, or story.

34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.34.1: Write legibly in cursive.<input type="checkbox"/> ELA.4.34.2: Include appropriate spacing between words.<input type="checkbox"/> ELA.4.34.3: Connect and correctly form cursive letters.<input type="checkbox"/> ELA.4.34.4: Correctly use the cursive writing strokes to write the uppercase and lowercase cursive letters.<input type="checkbox"/> ELA.4.34.5: Correctly form the cursive writing strokes including the undercurve, overcurve, downcurve, and slant.<input type="checkbox"/> ELA.4.34.6: Write letters that can read easily by others.	<ul style="list-style-type: none"><input type="checkbox"/> Trace uppercase and lowercase letters in cursive writing.<input type="checkbox"/> Form strokes involved with cursive writing.<input type="checkbox"/> Trace strokes involved with cursive writing.<input type="checkbox"/> Knowledge of cursive handwriting and how each letter is formed individually and connected to other letters.

35. ***Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.35.1: Write a narrative that ends with a sense of closure. <input type="checkbox"/> ELA.4.35.2: Use appropriate transitions in narrative writing. <input type="checkbox"/> ELA.4.35.3: Write a narrative with a logical sequence of events and provide details that describe how the character feels, acts, and thinks. <input type="checkbox"/> ELA.4.35.4: Write a personal narrative that recalls a personal experience or write a fictional narrative with a made-up story. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define concrete words and sensory details. <input type="checkbox"/> Establish a situation and introduce a narrator, characters, or both. <input type="checkbox"/> Organize an event sequence that unfolds naturally in writing. <input type="checkbox"/> Use thoughts and feelings to develop experiences and events or show the response of characters to situations. <input type="checkbox"/> Write using correct order of events. <input type="checkbox"/> Write using a sense of closure.

36. ***Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.36.1: Write an informative or explanatory text using information gathered from sources. <input type="checkbox"/> ELA.4.36.2: Use details with elaboration in writing informative or explanatory text. <input type="checkbox"/> ELA.4.36.3: Use academic vocabulary in writing informative or explanatory text. <input type="checkbox"/> ELA.4.36.4: Write an informative or explanatory text consisting of two details including a beginning and an ending. <input type="checkbox"/> ELA.4.36.5: Write an informative or explanatory text consisting of one detail including a beginning and an ending. <input type="checkbox"/> ELA.4.36.6: Gather information from sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define evidence, analysis, and reflection. <input type="checkbox"/> Develop an outline of main points for a given topic. <input type="checkbox"/> Identify supporting details for main idea. <input type="checkbox"/> Classify facts from texts as relevant or irrelevant.

37. ***Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.**

Learning Objectives

- ELA.4.37.1:** Write an opinion piece about a topic or text using details to support the opinion, transitional words, and a concluding statement.
- ELA.4.37.2:** Write an argument to convince a reader to take action or adopt a position.
- ELA.4.37.3:** Include an introduction, logical reasoning supported by evidence, and a conclusion in argumentative writing.
- ELA.4.37.4:** Gather evidence from various sources to support a claim.

Prior Knowledge

- Demonstrate skills to persuade.
- Provide reasoning for an argument.
- Sequence thoughts.
- Write using complete sentences.
- Write sentences with correct punctuation, capitalization, grammar, and spelling.

38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.

a. Order adjectives within sentences according to conventional patterns.

Example: a small red bag rather than a red small bag

b. Form and use prepositional phrases and conjunctions.

c. Recognize and correct sentence fragments and run-on sentences.

d. Use commas, apostrophes, and quotation marks correctly.

e. Use correct capitalization, including familial relations and proper adjectives.

f. Spell grade-appropriate words correctly, consulting references as needed.

Learning Objectives

- ELA.4.38.1:** Correct sentence fragments and run-on sentences.
- ELA.4.38.2:** Identify sentence fragments and run-on sentences.
- ELA.4.38.3:** Write complex sentences with correct subject-verb agreement.
- ELA.4.38.4:** Write compound sentences with correct subject-verb agreement.
- ELA.4.38.5:** Write simple sentences with correct subject-verb agreement.
- ELA.4.38.6:** Write complete sentences with appropriate ending punctuation marks.

Prior Knowledge

- Prior knowledge of parts of speech.
- Components of a complete sentence.
- Knowledge of adjectives and their function in a sentence.
- Knowledge of prepositions and conjunctions.
- Function of prepositions and conjunctions in a sentence.
- Definition of run-on sentence and sentence fragment.
- Ability to create complete sentences.
- Knowledge of rules regarding the appropriate use of commas, apostrophes, and quotation marks.
- Knowledge of rules of capitalization within sentences.
- Demonstrate a knowledge of phonics, phonetical spelling, and word patterns.

39. *Demonstrate command of the conventions of standard English grammar and usage.
- a. Use relative pronouns who, whose, which, and that, relative adverbs where, when, and how, and irregular possessive nouns.
 - b. Form and use the progressive verb tenses.
Examples: I was walking, I am walking
 - c. Use modal auxiliaries to convey various conditions.
Examples: can, may, must

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.39.1: Use apostrophes accurately when forming contractions and possessives. <input type="checkbox"/> ELA.4.39.2: Form and expand sentences using conjunctions, like <i>because, so, but</i>. <input type="checkbox"/> ELA.4.39.3: Correctly form regular nouns and verbs by adding an -s or -es suffix. <input type="checkbox"/> ELA.4.39.4: Form plurals by changing -y to -ies when the base word ends in y. <input type="checkbox"/> ELA.4.39.5: Form and use frequently occurring irregular plural nouns, such as <i>feet, children, mice, fish, teeth</i>. <input type="checkbox"/> ELA.4.39.6: Form and use frequently occurring irregular plural verbs. <input type="checkbox"/> ELA.4.39.7: Accurately use plural possessives in writing. <input type="checkbox"/> ELA.4.39.8: Form plural nouns, verbs, and possessives in writing. <input type="checkbox"/> ELA.4.39.9: Form irregular nouns and verbs in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage. <input type="checkbox"/> Present information orally using complete sentences. <input type="checkbox"/> Prior knowledge of parts of speech and their function/use in complete sentences. <input type="checkbox"/> Recall of verbs, types, and function. <input type="checkbox"/> Prior knowledge of verbs and the different forms.

40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.
a. Write return address and mailing address in the proper locations on an envelope.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.4.40.1: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.<input type="checkbox"/> ELA.4.40.2: Use complete sentences and correct end punctuation.<input type="checkbox"/> ELA.4.40.3: Use commas in greetings and closings of letters.<input type="checkbox"/> ELA.4.40.4: Capitalize proper nouns, and appropriate words in titles.<input type="checkbox"/> ELA.4.40.5: Form upper-case and lower-case letters in cursive or manuscript.<input type="checkbox"/> ELA.4.40.6: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<ul style="list-style-type: none"><input type="checkbox"/> Basic handwriting.<input type="checkbox"/> Knowledge of parts of a letter.<input type="checkbox"/> Knowledge of how an address is written.

41. Present an opinion orally, sequencing ideas logically and using relevant facts.
 a. Express appropriate and meaningful responses to questions posed by others.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.41.1: Create opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. <input type="checkbox"/> ELA.4.41.2: State an opinion and create an organizational structure that lists reasons. <input type="checkbox"/> ELA.4.41.3: Provide reasons that support an opinion. <input type="checkbox"/> ELA.4.41.4: Form complete sentences, use appropriate volume based on the situation or environment, and use clear pronunciation when sharing information orally. <input type="checkbox"/> ELA.4.41.5: Use listening and speaking skills to inform, entertain, persuade, clarify, and respond. <input type="checkbox"/> ELA.4.41.6: Ask and answer questions to seek help, clarify meaning or get information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain various points of view using facts and sequencing ideas to present an opinion orally with scaffolding. <input type="checkbox"/> How to organize on topic thoughts to form responses.

42. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
- a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.4.42.1: Form complete sentences, use appropriate volume based on the situation or environment, and use clear pronunciation when sharing information orally. <input type="checkbox"/> ELA.4.42.2: Orally answer questions about a text or conversation using complete sentences that provide information about key ideas and details. <input type="checkbox"/> ELA.4.42.3: Orally answer <i>who, what, when, where, why,</i> and <i>how</i> questions about a text or conversation with appropriate key ideas and details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Organize thoughts/facts in an organized manner. <input type="checkbox"/> Be able to communicate thought orally. <input type="checkbox"/> Organize on-topic thoughts/facts in an organized format.

Grade 5

LITERACY FOUNDATIONS

Phonics

1. *Apply phonics and word analysis skills to encode and decode words in grade-level texts.

Learning Objectives

- ELA.5.1.1:** Read unfamiliar multisyllabic words in context and in isolation, using knowledge of phoneme-grapheme correspondences, syllable patterns, and the word's morphological structure.
- ELA.5.1.2:** Read and spell words in isolation and in context based on their knowledge of phoneme-grapheme relationships, multisyllabic word construction, and syllable division principles.

Prior Knowledge

- Recall phonics and word analysis skills to encode and decode words in below grade-level texts with scaffolding and support.
- With prompting and support, read words with multiple syllables.
- With prompting and support, read regularly spelled words.

2. *Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.2.1: Encode multisyllabic words using knowledge of the stressed and unstressed syllables and the <i>schwa</i> sound. <input type="checkbox"/> ELA.5.2.2: Encode words with prefixes, suffixes, or both, using their knowledge of the morphological structure of words. <input type="checkbox"/> ELA.5.2.3: Decode grade-appropriate multisyllabic words using knowledge of multisyllabic word construction and syllable division principles; for example, VC/CV, <i>com-mit-ment</i>; V/CV, <i>e-vent</i>; VC/V, <i>ev-er-y</i>; CV/VC, <i>po-et</i>. <input type="checkbox"/> ELA.5.2.4: Decode multisyllabic words using knowledge of stressed and unstressed syllables and the <i>schwa</i> sound, such as the noun <i>con'/vict</i>, vs. the verb <i>con/vict'</i>; the noun <i>pro'/duce</i> vs. the verb <i>pro/duce'</i>. <input type="checkbox"/> ELA.5.2.5: Decode words with prefixes, suffixes, or both, using their knowledge of the morphological structure of words. <input type="checkbox"/> ELA.5.2.6: Decode multisyllabic words using their knowledge of root words, prefixes, and suffixes. <input type="checkbox"/> ELA.5.2.7: Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-consonant-<i>e</i>, <i>r</i>-controlled, vowel teams, consonant-<i>le</i>, odd, and <i>schwa</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of letter-sound correspondences to read below grade-level words in context and in isolation. <input type="checkbox"/> Use knowledge of appropriate blending to read unfamiliar multisyllabic, below grade-level words in context and in isolation. <input type="checkbox"/> Use knowledge of morphology to read unfamiliar multisyllabic, below grade-level words in context and in isolation. <input type="checkbox"/> Use knowledge of word attack skills to read unfamiliar multisyllabic, below grade-level words in context and in isolation.

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

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.3.1: Identify and analyze morphemes of words and phrases in discussions and/or text.<input type="checkbox"/> ELA.5.3.2: Use sentence-level context as a clue to the meaning of a word or phrase.<input type="checkbox"/> ELA.5.3.3: Describe the relationships between words and nuances in word meanings.<input type="checkbox"/> ELA.5.3.4: Describe how the meaning of words are alike or different.	<ul style="list-style-type: none"><input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, which are below grade level, choosing flexibly from a range of strategies.<input type="checkbox"/> Identify the item or object in pictures of multiple meaning words.<input type="checkbox"/> Match pictures of multiple meaning words.

4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.4.1: Encode (spell) single syllable and multisyllabic words using their knowledge of phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling generalization.<input type="checkbox"/> ELA.5.4.2: Divide words into syllables to spell multisyllabic words correctly.<input type="checkbox"/> ELA.5.4.3: Write complete sentences using correct capitalization, punctuation, spelling, and grammar.<input type="checkbox"/> ELA.5.4.4: Write words and sentences legibly with proper spacing.	<ul style="list-style-type: none"><input type="checkbox"/> Recall letter-sound knowledge.<input type="checkbox"/> Demonstrate understanding that there are silent letter digraphs (gnat, knife).<input type="checkbox"/> Demonstrate understanding that a trigraph is three consonants that make one sound. (tch, dge).<input type="checkbox"/> Demonstrates understanding that combination (qu) represents two sounds.<input type="checkbox"/> Demonstrate understanding that odd letter “x” represents two different sounds.<input type="checkbox"/> Demonstrate understanding that blends have two or three consonants, and each produces its own sound.<input type="checkbox"/> Demonstrate understanding that digraphs are two letters that represent one sound.<input type="checkbox"/> Demonstrate understanding that doublets represent one phoneme.<input type="checkbox"/> Demonstrate understanding that a single consonant letter represents a single consonant phoneme.

Fluency	
<p>5. *Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</p>	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.5.1: Demonstrate fluency when writing. <input type="checkbox"/> ELA.5.5.2: Demonstrate fluent speech. <input type="checkbox"/> ELA.5.5.3: Read grade-level text fluently. <input type="checkbox"/> ELA.5.5.4: Read words quickly without pausing to sound them out. <input type="checkbox"/> ELA.5.5.5: Read and reread at a pace that supports comprehension of the text. <input type="checkbox"/> ELA.5.5.6: Read and reread grade-appropriate poetry. <input type="checkbox"/> ELA.5.5.7: Practice rhyming, stressing syllables that create rhythm, grouping together words in phrases, and meaningful expression when reading poetry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate fluency when independently reading, writing, and speaking in response to below grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts. <input type="checkbox"/> Read emergent-reader texts with purpose and understanding. <input type="checkbox"/> Identify who and what the story is mostly about. <input type="checkbox"/> Recognize common high-frequency words.

6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.6.1: Perform a grade-level Readers' Theater to demonstrate pacing, prosody, and automaticity.<input type="checkbox"/> ELA.5.6.2: Read a grade level text orally, using strategies to self-correct when necessary.<input type="checkbox"/> ELA.5.6.3: Read and reread a grade level text for one minute with the purpose of increasing accuracy and words per minute, while reading with expression.<input type="checkbox"/> ELA.5.6.4: Read a familiar, grade level text orally, using a checklist to discuss the text with a teacher or peer. (Examples: appropriate pauses, phrasing, stress, intonation, rate, and retell)	<ul style="list-style-type: none"><input type="checkbox"/> Read and reread below grade text accurately, automatically, and with meaningful expression at a rate which supports comprehension.<input type="checkbox"/> Apply decoding skills to ability leveled text.<input type="checkbox"/> Apply word recognition skills to reading text.<input type="checkbox"/> Understands that letters and letter patterns represent sounds in spoken language.<input type="checkbox"/> Exhibits the ability to manipulate words to include rhymes, syllables, and phonemes.<input type="checkbox"/> Exhibits the ability to recognize spoken parts of words.<input type="checkbox"/> Exhibits understanding that print carries meaning.

7. Write routinely and independently for varied amounts of time.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.7.1: Write on a consistent basis without support from others and follow the schedule/time frame allotted.<input type="checkbox"/> ELA.5.7.2: Write in journals following teacher guidelines.<input type="checkbox"/> ELA.5.7.3: Use content knowledge learned from read-alouds and independent reading and writing.<input type="checkbox"/> ELA 5.7.4: Determine purpose and audience prior to writing.<input type="checkbox"/> ELA.5.7.5: Participate in guided writing.<input type="checkbox"/> ELA.5.7.6: Participate in shared writing.	<ul style="list-style-type: none"><input type="checkbox"/> Produce written work.<input type="checkbox"/> Write routinely, with support, and scaffolding in response to text.<input type="checkbox"/> Apply strategies for creating written pieces of work.<input type="checkbox"/> Write using varied sentence structure and appropriate transition words.<input type="checkbox"/> Write complete sentences using correct capitalization, punctuation, spelling, and grammar.<input type="checkbox"/> Write words and sentences legibly with proper spacing.

8. Orally present information and original ideas clearly.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.8.1: Provide information or ideas clearly.<input type="checkbox"/> ELA.5.8.2: Form complete sentences, use appropriate volume based on the situation or environment, and use clear pronunciation when sharing information orally.<input type="checkbox"/> ELA.5.8.3: Use listening and speaking skills to inform, entertain, persuade, clarify, and respond.<input type="checkbox"/> ELA.5.8.4: Ask and answer questions to seek help, clarify meaning or get information.	<ul style="list-style-type: none"><input type="checkbox"/> Take position in the front of a class.<input type="checkbox"/> Make writing appropriate for purpose, audience, and task.<input type="checkbox"/> Research information.<input type="checkbox"/> Communicate clearly.<input type="checkbox"/> Organize thoughts with the help of graphic organizers.

9. Express ideas clearly and effectively to diverse partners or groups.
- Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.
 - Verbally summarize information read aloud or presented in diverse media and formats.
 - Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
 - Speak clearly at an understandable rate.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.9.1: Orally express ideas, opinions, and feelings in a logical sequence and with accurate and precise language. <input type="checkbox"/> ELA.5.9.2: Use appropriate voice volume, clear speech pronunciation, and standard English grammar when orally presenting ideas, opinions, and feelings. <input type="checkbox"/> ELA.5.9.3: Independently read and orally summarize text. <input type="checkbox"/> ELA.5.9.4: Form complex sentences, use appropriate voice volume based on the situation or environment, and use clear pronunciation when sharing information orally. <input type="checkbox"/> ELA.5.9.5: Ask clarifying questions using complete sentences and grade-level vocabulary. <input type="checkbox"/> ELA.5.9.6: Answer questions using complete sentences and grade-level vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pose and answer questions. <input type="checkbox"/> Stay engaged during lessons. <input type="checkbox"/> Use a variety of media and formats to gather information. <input type="checkbox"/> Summarize information read aloud and heard. <input type="checkbox"/> Report on a topic of interest, sequence of thoughts, provide supporting evidence and details for main ideas. <input type="checkbox"/> Communicate effectively. <input type="checkbox"/> Participate in classroom discussions.

10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.

a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.10.1: Expand response to others in conversations and discussions; for example, use precise, descriptive language; build upon previously expressed ideas.<input type="checkbox"/> ELA.5.10.2: Contribute meaningful ideas to a discussion with groups and peers.<input type="checkbox"/> ELA.5.10.3: Participate in discussions with groups and peers utilizing agreed upon rules.	<ul style="list-style-type: none"><input type="checkbox"/> Participate in classroom discussion.<input type="checkbox"/> Remain on topic.<input type="checkbox"/> Support ideas.<input type="checkbox"/> Draw conclusions from discussions.<input type="checkbox"/> Define key idea.

Vocabulary

11. *Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.

Learning Objectives

- ELA.5.11.1:** Use new academic, content-specific vocabulary by making connections to previously learned words.
- ELA.5.11.2:** Use new academic, content-specific vocabulary by relating new words to background knowledge.
- ELA.5.11.3:** Clarify the meaning of unknown and multiple-meaning words and phrases in a text.
- ELA.5.11.4:** Identify the meaning of general academic and domain-specific words and phrases.

Prior Knowledge

- Recall below grade-level vocabulary.
- Choose a strategy to clarify the meaning of an unknown word.
- Use text clues to determine the meaning of an unknown word.

12. *Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
- a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.
 - b. Explain the meanings of common idioms, adages, and proverbs.
 - c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
 - d. Explain how an author’s vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
 - e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.12.1: Explain the meaning of words and phrases that are specific to the text. <input type="checkbox"/> ELA.5.12.2: Explain how the specific word choices of an author create meaning and indicate tone in the text. <input type="checkbox"/> ELA.5.12.3: Explain how figurative language contributes to the meaning of the text. <input type="checkbox"/> ELA.5.12.4: Distinguish shades of meaning in related words and give reasons for choosing to use a particular word in writing or speaking; for example, words related to bad with different nuances include terrible, awful, horrible. <input type="checkbox"/> ELA.5.12.5: Identify similes, metaphors, personification, hyperbole, imagery, alliterations, onomatopoeia, and idioms and locating them in text. <input type="checkbox"/> ELA.5.12.6: Describe word relationships by relating words of opposite meanings (antonyms) and similar meanings (synonyms). <input type="checkbox"/> ELA.5.12.7: Demonstrate an understanding of synonyms, antonyms, and homographs and their meanings. <input type="checkbox"/> ELA.5.12.8: Describe the relationships between words and nuances in word meanings. <input type="checkbox"/> ELA.5.12.9: Identify common Greek and Latin affixes and roots. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms. <input type="checkbox"/> Recognize common idioms, adages, and proverbs. <input type="checkbox"/> Define synonyms, antonyms, and homographs. <input type="checkbox"/> Identify how vocabulary affects tone and mood in a text. <input type="checkbox"/> Categorize objects or words. <input type="checkbox"/> Sort objects or words. <input type="checkbox"/> Use academic vocabulary and figurative language.

13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.13.1: Identify and analyze morphemes of words and phrases in discussions and/or text.<input type="checkbox"/> ELA.5.13.2: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.<input type="checkbox"/> ELA.5.13.3: Describe the relationships between words and nuances in word meanings.<input type="checkbox"/> ELA.5.13.4: Recognize words multiple meaning words and phrases.<input type="checkbox"/> ELA.5.13.5: Describe how the meaning of words are alike or different.	<ul style="list-style-type: none"><input type="checkbox"/> Define unknown words and phrases using context clues.<input type="checkbox"/> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words.<input type="checkbox"/> Match pictures of multiple meaning words.

14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.14.1: Utilize new vocabulary to produce a writing in which they signal contrasting ideas, provide additional information, and other logical relationships.<input type="checkbox"/> ELA.5.14.2: Utilize new vocabulary to write sentences about a topic.<input type="checkbox"/> ELA.5.14.3: Write sentences that convey meaning related to a specific topic.<input type="checkbox"/> ELA.5.14.4: Use new vocabulary words in context of a sentence to derive meaning.<input type="checkbox"/> ELA.5.14.5: Read unknown vocabulary words below and on grade level.	<ul style="list-style-type: none"><input type="checkbox"/> Identify grade-appropriate vocabulary words and phrases.<input type="checkbox"/> Use techniques for collecting new words and phrases.<input type="checkbox"/> Communicate using grade appropriate conversational words and phrases.<input type="checkbox"/> Acquire and use words and phrases about a specific point or topic.

15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.15.1: Present information using complex sentences structures and clear pronunciation using academic and domain-specific words and phrases.<input type="checkbox"/> ELA.5.15.2: Use academic and domain-specific words and phrases and speak in complete sentences and use appropriate volume to present information orally.<input type="checkbox"/> ELA.5.15.3: Use appropriate volume based on the situation or environment and use clear pronunciation when sharing information orally.	<ul style="list-style-type: none"><input type="checkbox"/> Use grade-appropriate general academic and domain-specific words and phrases when communicating.<input type="checkbox"/> Use index cards or a power point and use the recording of their slides beforehand.<input type="checkbox"/> Attend to oral language and conversations and practice correct social/pragmatic skills.<input type="checkbox"/> Understand the purposes of conversation or discussion such informing, persuading, clarifying, and responding to questions or discussion points.<input type="checkbox"/> Participate in classroom discussions.<input type="checkbox"/> Actively listen to presentations.

Comprehension	
<p>16. *Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.</p>	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.16.1: Restate basic information of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. <input type="checkbox"/> ELA.5.16.2: Use content knowledge learned from independent reading in writing. <input type="checkbox"/> ELA.5.16.3: Demonstrate understanding of literary and informational text by referring to the text in discussions. <input type="checkbox"/> ELA.5.16.4: Use content knowledge learned from independent reading in content-specific discussions with peers. <input type="checkbox"/> ELA.5.16.5: Build content knowledge from independently reading informational or literary text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read literary and informational text. <input type="checkbox"/> Distinguish between literary and informational text. <input type="checkbox"/> Use content knowledge learned from read-alouds and in content-specific discussions with peers. <input type="checkbox"/> Use content knowledge learned from read-alouds and in writing. <input type="checkbox"/> Participate in classroom discussions.

17. *Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

Examples: theme, plot, point of view

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.17.1: Identify and describe the literary elements, including setting, plot, characters, and theme. <input type="checkbox"/> ELA.5.17.2: Demonstrate understanding of literary elements by referring to a text in discussions. <input type="checkbox"/> ELA.5.17.3: Use content knowledge learned from independent reading in content-specific discussions with peers. <input type="checkbox"/> ELA.5.17.4: Use content knowledge learned from independent reading. <input type="checkbox"/> ELA.5.17.5: Build content knowledge from independently reading informational or literary text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the ability to refer to details from a story to support thinking. <input type="checkbox"/> Participate in classroom discussions by asking and responding to questions. <input type="checkbox"/> Identify similarities and differences in stories. <input type="checkbox"/> Determine a theme, plot, or point of view from details in the text.

18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.18.1: Use textual evidence to explain concepts in informational texts.<input type="checkbox"/> ELA.5.18.2: Explain the causes and effects of events described in text.<input type="checkbox"/> ELA.5.18.3: Use specific information in informational text to describe events, people, or concepts.<input type="checkbox"/> ELA.5.18.4: Identify relationships among events, people, or concepts in texts read aloud.	<ul style="list-style-type: none"><input type="checkbox"/> Identify relationships among events, people, or concepts in texts read aloud.<input type="checkbox"/> Identify textual evidence.<input type="checkbox"/> Identify linking clauses to connect ideas within categories of information.<input type="checkbox"/> Determine how ideas connect across categories of information.

19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.

Learning Objectives

- ELA.5.19.1:** Use explicit details from a story to support inferences about a character's behavior, the story's setting, and/or specific events.
- ELA.5.19.2:** Analyze character's dialogue to infer meaning to a story.
- ELA.5.19.3:** Use specific details from the text to explain attributes of the characters, setting, or event in a story or drama.
- ELA.5.19.4:** Describe how a narrative would be different if told from the perspective of a different character or narrator.
- ELA.5.19.5:** Identify the narration of a literary text as first person or third person.
- ELA.5.19.6:** Explain how the narrator's point of view is different from a character's perspective.
- ELA.5.19.7:** Identify the point of view in a narrative.
- ELA.5.19.8:** Identify and describe the literary elements, including setting, plot, characters, and theme, within a text.

Prior Knowledge

- Identify the author of a text.
- Define literary elements (i.e., character, setting, conflict, dialogue, and point of view).
- Identify dialogue in a text.
- Identify evidence the author uses to support points in a text.

20. Explain how the author's use of character types throughout a narrative helps drive its plot.

Examples: static, dynamic, and stock characters

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.20.1: Use explicit evidence from text to explain how the main character changed in the story.<input type="checkbox"/> ELA.5.20.2: Explain the reasoning behind characters' attitudes and influences.<input type="checkbox"/> ELA.5.20.3: Identify attitudes and influences of multiple characters within a text.<input type="checkbox"/> ELA.5.20.4: Identify the main character in a story.<input type="checkbox"/> ELA.5.20.5: Define the different types of characters by role and quality.<input type="checkbox"/> ELA.5.20.6: Identify and describe literary elements, including setting, plot, characters, and theme, within a text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify different characters within a narrative.<input type="checkbox"/> Compare and contrast the adventures and experiences of characters in stories.<input type="checkbox"/> Identify similarities and differences in stories.

21. *Compare and contrast characters, points of view, or events in two or more literary texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.21.1: Compare the perspectives of different characters within a text. <input type="checkbox"/> ELA.5.21.2: Identify the characters, points of view, or events in two or more literary texts. <input type="checkbox"/> ELA.5.21.3: Identify the narrator’s point of view and how it impacts the events in a text. <input type="checkbox"/> ELA.5.21.4: Describe the different types of a narrator’s point of view (e.g., first, second, third). 	<ul style="list-style-type: none"> <input type="checkbox"/> Name characters from a literary text. <input type="checkbox"/> Name events from a literary text. <input type="checkbox"/> Compare and contrast literary vs. informational text. <input type="checkbox"/> Describe two or more characters, settings, or events in a story or drama. <input type="checkbox"/> Describe two or more settings in a story or drama. <input type="checkbox"/> Describe two or more events in a story or drama.

22. Determine the implied and/or explicit main idea in literary and informational texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.22.1: Find implied and explicit details in literary and informational texts.<input type="checkbox"/> ELA.5.22.2: Explain how the supporting details provide more information about the main idea, using evidence from the text.<input type="checkbox"/> ELA.5.22.3: State the relevant details that support the main idea of a text.<input type="checkbox"/> ELA.5.22.4: Distinguish details from the main idea of literary and informational texts.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the main idea in texts read aloud.<input type="checkbox"/> Identify the main idea.<input type="checkbox"/> Retell key details of a text.<input type="checkbox"/> Identify key details of a text.<input type="checkbox"/> Identify the main idea of a picture.

23. *Determine and analyze themes of various culturally diverse literary texts, supporting analysis with textual evidence.
- a. Analyze common themes of diverse texts with support from textual evidence.
 - b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.23.1: Analyze how the authors develop themes throughout literature. <input type="checkbox"/> ELA.5.23.2: Analyze how characters respond to challenges or change their thoughts and actions. <input type="checkbox"/> ELA.5.23.3: Identify the themes of various culturally diverse literary texts, supporting analysis with textual evidence. <input type="checkbox"/> ELA.5.23.4: Compare and contrast the treatment of similar themes in literature from different cultures. <input type="checkbox"/> ELA.5.23.5: Determine the central idea or theme of a text with supporting details. <input type="checkbox"/> ELA.5.23.6: Summarize a story or drama describing how the plot unfolds. <input type="checkbox"/> ELA.5.23.7: Identify an implied theme, explicit theme, or life lesson from a myth, story, or another type of traditional literature. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the theme of a text. <input type="checkbox"/> Recall a story. <input type="checkbox"/> Compare and contrast story elements in literary texts, such as characters, settings, sequence of events, and plots. <input type="checkbox"/> Explain the meaning of the central message, theme, or moral conveyed in the passage. <input type="checkbox"/> Cite textual evidence. <input type="checkbox"/> Summarize a story.

24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.

a. Identify various text features used in diverse forms of text.

b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.24.1: Evaluate the effectiveness of digital and print text.<input type="checkbox"/> ELA.5.24.2: Compare and contrast the structure and features of multiple and diverse forms of texts.<input type="checkbox"/> ELA.5.24.3: Identify and describe how text structure contributes to the meaning of informational text.<input type="checkbox"/> ELA.5.24.4: Identify the type of text structure a text follows.<input type="checkbox"/> ELA.5.24.5: Describe characteristics of the text structure.<input type="checkbox"/> ELA.5.24.6: Explain how text features can clarify the meaning of text.<input type="checkbox"/> ELA.5.24.7: Use text features to locate information within a digital and print informational passage.<input type="checkbox"/> ELA.5.24.8: Explain the meaning of text features in print and digital formats.<input type="checkbox"/> ELA.5.24.9: Identify text features in print and digital formats, such as headings, photographs, illustrations, labels, charts, graphs, and legends.	<ul style="list-style-type: none"><input type="checkbox"/> Use text features to locate ideas, facts, and supporting details.<input type="checkbox"/> Locate captions, bold print, subheads, indexes, graphs, maps, glossaries, illustrations, headings, photographs, labels, charts, and legends within a text.<input type="checkbox"/> Identify various texts that contain the following elements: compare and contrast, problem and solution, and cause and effect.<input type="checkbox"/> Recall events, ideas, concepts, and information in multiple texts.

25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author’s opinion in informational text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.25.1: Use the information gathered from research to determine if the opinion makes sense or contributes to the text.<input type="checkbox"/> ELA.5.25.2: Determine if the research source is appropriate for an informational text.<input type="checkbox"/> ELA.5.25.3: Determine credibility of a research source.<input type="checkbox"/> ELA.5.25.4: Identify research sources.<input type="checkbox"/> ELA.5.25.5: Identify key points and claims in an informational text or argument.<input type="checkbox"/> ELA.5.25.6: Describe reasons that a particular statement is identified as a fact or an opinion.<input type="checkbox"/> ELA.5.25.7: Distinguish between facts and opinions using details from the text.<input type="checkbox"/> ELA.5.25.8: Distinguish between facts and opinions using prior knowledge.	<ul style="list-style-type: none"><input type="checkbox"/> Identify a fact vs. an opinion.<input type="checkbox"/> Write simple sentences that convey meaning.<input type="checkbox"/> Express opinion and ideas verbally.<input type="checkbox"/> State a preference.<input type="checkbox"/> Select information related to the topic.<input type="checkbox"/> Select ideas related to the topic.<input type="checkbox"/> Gather information and ideas.

26. *Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
- a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
 - b. Compare and contrast the approaches to themes in several stories within a genre.
 - c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics.
 - d. Explain how an author uses reasons and evidence to support particular points in a text.
 - e. Compare the approaches of several authors of articles about the same or similar topics.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.26.1: Compare how different author’s approach the same or similar topics. <input type="checkbox"/> ELA.5.26.2: Identify the approaches of several authors of articles about the same or similar topics. <input type="checkbox"/> ELA.5.26.3: Identify an author’s reasons and evidence that support points in a text. <input type="checkbox"/> ELA.5.26.4: Identify differences in opinions of authors on the same or similar topics. <input type="checkbox"/> ELA.5.26.5: Discuss multimedia elements and their contribution to texts (i.e., graphics, live and/or recorded performance). <input type="checkbox"/> ELA.5.26.6: Explain how the information from the text contributes to the meaning and tone of the text. <input type="checkbox"/> ELA.5.26.7: Compare and contrast literary elements, such as themes, settings, and plots of two stories within a genre. <input type="checkbox"/> ELA.5.26.8: Locate information using text features in multiple texts on a similar topic. <input type="checkbox"/> ELA.5.26.9: Identify texts that address similar topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the tone of a text. <input type="checkbox"/> Identify the theme in several stories within a genre. <input type="checkbox"/> Identify theme in stories read aloud of different genres. <input type="checkbox"/> Locate information in a text. <input type="checkbox"/> Identify reasons and evidence in a text. <input type="checkbox"/> Recall different genres. <input type="checkbox"/> Identify the author of a text. <input type="checkbox"/> Participate in a discussion that requires reasons and evidence to support an opinion. <input type="checkbox"/> Identify the literary elements, such as themes, settings, and plots, of two texts.

27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.27.1: Retell or summarize the most important (key) ideas from a text.<input type="checkbox"/> ELA.5.27.2: Explain how the supporting details provide more information about the main idea, using evidence from the text.<input type="checkbox"/> ELA.5.27.3: Identify the supporting details of a text.<input type="checkbox"/> ELA.5.27.4: Determine if the main idea is explicitly stated or implied.<input type="checkbox"/> ELA.5.27.5: Identify the main idea in a text.<input type="checkbox"/> ELA.5.27.6: Recognize or recall specific terminology, such as: inferences, draw a conclusion, explicit, implied, and cause/effect.	<ul style="list-style-type: none"><input type="checkbox"/> Identify key ideas in a text.<input type="checkbox"/> Utilize precise vocabulary in oral presentations.<input type="checkbox"/> Produce complete sentences when appropriate in spoken language.<input type="checkbox"/> Reproduce appropriate turn-taking skills in conversations.<input type="checkbox"/> Listen to the speaker without interruption.<input type="checkbox"/> Identify facts vs. opinions.

28. Use audio and/or visual sources of information to obtain the answer to a question.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.28.1: Refer to multiple print or digital sources as support for answering questions.<input type="checkbox"/> ELA.5.28.2: Identify the process of adding audio recordings to presentations with support.<input type="checkbox"/> ELA.5.28.3: Identify audio and visual sources of information.	<ul style="list-style-type: none"><input type="checkbox"/> Show interest in a variety of informational sources.<input type="checkbox"/> Answer questions.<input type="checkbox"/> Determine the main ideas of a text read aloud or information presented in an audible format.<input type="checkbox"/> Demonstrate active listening skills.

29. *Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.

- a. Use textual evidence to support summarization.
- b. Cite appropriately when summarizing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.29.1: Respond to texts in clear, coherent writing that uses textual evidence. <input type="checkbox"/> ELA.5.29.2: Cite evidence correctly. <input type="checkbox"/> ELA.5.29.3: Summarize a text using the main idea and details. <input type="checkbox"/> ELA.5.29.4: Identify the main idea of a text (implicit and/or explicit). 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify textual evidence to support summarization. <input type="checkbox"/> With support, cite appropriately when summarizing. <input type="checkbox"/> Understand when to cite a source. <input type="checkbox"/> Understand plagiarism and the penalties for plagiarizing.

30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.30.1: Determine the importance of information by making complex inferences within one text or across multiple texts.<input type="checkbox"/> ELA.5.30.2: Identify literary and informational texts that support conclusions from texts read aloud.	<ul style="list-style-type: none"><input type="checkbox"/> Know what quotes are and how to quote correctly.<input type="checkbox"/> Contrast valid, reliable sources, and non-reliable sources.<input type="checkbox"/> Identify direct and indirect quotations in a text.

31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate.

Examples: graphics, sounds

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.31.1: Present information using multimedia and/or visual displays.<input type="checkbox"/> ELA.5.31.2: Create a presentation with multiple types of displays multimedia, visual, and audio as appropriate.<input type="checkbox"/> ELA.5.31.3: With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.<input type="checkbox"/> ELA.5.31.4: Compare and contrast types of multimedia, visual, and audio components and determine which type best supports a presentation, or parts of a presentation.<input type="checkbox"/> ELA.5.31.5: Identify types of multimedia, visual, and audio displays.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the main idea or themes.<input type="checkbox"/> Identify the main idea of a story.<input type="checkbox"/> Recall information from a presentation.

Writing

32. *Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.

Learning Objectives

- ELA.5.32.1:** Create grade-appropriate written responses after reading literature and informational text.
- ELA.5.32.2:** Write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.
- ELA.5.32.3:** Develop the topic with facts, definitions, and details.
- ELA.5.32.4:** Provide a concluding statement.
- ELA.5.32.5:** Use linking words and phrases.
- ELA.5.32.6:** Use a variety of sentence types.
- ELA.5.32.7:** Select ideas.
- ELA.5.32.8:** Select information.
- ELA.5.32.9:** Organize ideas and information.
- ELA.5.32.10:** Examine a topic.

Prior Knowledge

- Define key terms: topic, topic sentence, details, supporting details, and concluding sentence.
- Identify and use a writing process.
- Recognize informational and informational text.
- Recognize stories, dramas, poetry, and cross-curricular texts.

33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page.

Examples: headings, titles, paragraph indentions

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.33.1: Write legibly in cursive.<input type="checkbox"/> ELA.5.33.2: Include appropriate spacing between words and correctly place text elements.<input type="checkbox"/> ELA.5.33.3: Connect and correctly form cursive letters.<input type="checkbox"/> ELA.5.33.4: Correctly use the cursive writing strokes to write the uppercase and lowercase cursive letters.<input type="checkbox"/> ELA.5.33.5: Correctly form the cursive writing strokes including the undercurve, overcurve, downcurve, and slant.<input type="checkbox"/> ELA.5.33.6: Write letters that can be read easily by others.	<ul style="list-style-type: none"><input type="checkbox"/> Write legibly in manuscript.<input type="checkbox"/> Trace uppercase and lowercase letters in cursive writing.<input type="checkbox"/> Form strokes involved with cursive writing.<input type="checkbox"/> Trace strokes involved with cursive writing.<input type="checkbox"/> Demonstrate knowledge of cursive handwriting and how each letter is formed individually and connected to other letters.<input type="checkbox"/> Recognize cursive from manuscript writing.

34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.34.1: Write a narrative with a logical sequence of events and provide details that describe how the character feels, acts, and thinks.<input type="checkbox"/> ELA.5.34.2: Write a personal narrative that recalls a personal experience or write a fictional narrative with a made-up story that ends with a sense of closure.<input type="checkbox"/> ELA.5.34.3: Use appropriate transitions in narrative writing.<input type="checkbox"/> ELA.5.34.4: Include dialogue and strong voice in narrative writing.<input type="checkbox"/> ELA.5.34.5: Establish a writing voice.<input type="checkbox"/> ELA.5.34.6: Know and use a writing process.<input type="checkbox"/> ELA.5.34.7: Understand story structure.	<ul style="list-style-type: none"><input type="checkbox"/> Give examples of concrete words and sensory details.<input type="checkbox"/> Provide descriptive details and clear event sequences.<input type="checkbox"/> Name the narrator and characters in a fictional narrative.<input type="checkbox"/> Use dialogue to express thoughts and emotions.<input type="checkbox"/> Recognize the resolution of a story.

35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.35.1: Write an informative or explanatory text using information gathered from sources.<input type="checkbox"/> ELA.5.35.2: Use details with elaboration in writing informative or explanatory text.<input type="checkbox"/> ELA.5.35.3: Use academic vocabulary in writing informative or explanatory text.<input type="checkbox"/> ELA.5.35.4: Write an informative or explanatory text consisting of two details including a beginning and an ending.<input type="checkbox"/> ELA.5.35.5: Write an informative or explanatory text consisting of one detail including a beginning and an ending.<input type="checkbox"/> ELA.5.35.6: Gather information from sources.<input type="checkbox"/> ELA.5.35.7: Use a writing process.	<ul style="list-style-type: none"><input type="checkbox"/> Write informative texts using graphic organizers.<input type="checkbox"/> Write explanatory texts using graphic organizers.<input type="checkbox"/> Develop an outline of main points for a given topic.<input type="checkbox"/> Identify supporting details for main idea.<input type="checkbox"/> Classify facts from texts as relevant or irrelevant.

36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.

Examples: first, as a result, therefore, in addition

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.36.1: Write an argument about a topic or text using details to support the opinion, transitional words, and a concluding statement.<input type="checkbox"/> ELA.5.36.2: Write an argument to convince a reader to take action or adopt a position.<input type="checkbox"/> ELA.5.36.3: Include an introduction, logical reasoning supported by evidence, and a conclusion in argumentative writing.<input type="checkbox"/> ELA.5.36.4: Gather evidence from various sources to support a claim.	<ul style="list-style-type: none"><input type="checkbox"/> Write an argumentative text using graphic organizers.<input type="checkbox"/> Demonstrate skills to persuade.<input type="checkbox"/> Provide reasoning for an argument.<input type="checkbox"/> Sequence thoughts.<input type="checkbox"/> Write using complete sentences.<input type="checkbox"/> Write sentences with correct punctuation, capitalization, grammar, and spelling.

37. Write about research findings independently over short and/or extended periods of time.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.37.1: Write about information gained from research.<input type="checkbox"/> ELA.5.37.2: Create writing that is clear, coherent, and appropriate to the task, the purpose, and the audience.<input type="checkbox"/> ELA.5.37.3: Organize writing into a particular structure and develop ideas using details.<input type="checkbox"/> ELA.5.37.4: Evaluate the relevance of the information to the topic.<input type="checkbox"/> ELA.5.37.5: Gather information about a topic from a variety of print and digital sources.	<ul style="list-style-type: none"><input type="checkbox"/> Conduct research.<input type="checkbox"/> Know how to distinguish reliable sources.<input type="checkbox"/> Know how to cite work.<input type="checkbox"/> Investigate different aspects of a topic to build knowledge.<input type="checkbox"/> Be familiar with different types of research.

38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
- Locate information in print and digital sources.
 - Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
 - Integrate information from several texts on the same topic into presentations of research.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.38.1: Use information to create a project, report, or presentation. <input type="checkbox"/> ELA.5.38.2: Create writing that is clear, coherent, and appropriate to the task, the purpose, and the audience. <input type="checkbox"/> ELA.5.38.3: Clearly introduce a research topic in their writing. <input type="checkbox"/> ELA.5.38.4: Integrate research findings from multiple sources in writing. <input type="checkbox"/> ELA.5.38.5: Summarize, quote, and paraphrase portions of texts or presented information in writing. <input type="checkbox"/> ELA.5.38.6: Cite evidence from research sources in writing. <input type="checkbox"/> ELA.5.38.7: Logically group related ideas to support explanation of the topic. <input type="checkbox"/> ELA.5.38.8: Evaluate the relevance of the information to the topic. <input type="checkbox"/> ELA.5.38.9: Gather information about a topic from a variety of print and digital sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share results of research and presentations. <input type="checkbox"/> Identify different print and digital sources. <input type="checkbox"/> Locate information in print and digital sources. <input type="checkbox"/> Identify sources of information. <input type="checkbox"/> Use several texts to obtain information. <input type="checkbox"/> Give oral presentations. <input type="checkbox"/> Use a note-taking process.

39. *Demonstrate command of the conventions of standard English grammar and usage in writing.

- a. Evaluate the usage of pronouns for the proper case.
Examples: subjective, objective, possessive
- b. Identify inappropriate shifts in pronoun number and person.
- c. Use varied pronouns and their antecedents correctly in composing and revising writing.
- d. Use subject-verb agreement correctly when composing and revising writing.
- e. Use verb tenses to convey various times, sequences, states, and conditions.
- f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.
- g. Use perfect verb tenses to compose and revise writing.
- h. Use correlative conjunctions correctly when composing and revising writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.39.1: Use perfect verb tenses to compose and revise writing. <input type="checkbox"/> ELA.5.39.2: Use verb tense to convey various times, sequences, states, and conditions. <input type="checkbox"/> ELA.5.39.3: Write and revise sentences with correct subject-verb agreement. <input type="checkbox"/> ELA.5.39.4: Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. <input type="checkbox"/> ELA.5.39.5: Evaluate the usage of pronouns for proper case. <input type="checkbox"/> ELA.5.39.6: Identify inappropriate shifts in pronoun number and person. <input type="checkbox"/> ELA.5.39.7: Recognize agreement in noun/pronoun number, gender, person, and case. <input type="checkbox"/> ELA.5.39.8: Use varied pronouns and their antecedents correctly in composing and revising writing. <input type="checkbox"/> ELA.5.39.9: Form and use conjunctions in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a complete sentence using correct basic grammar, capitalization, and punctuation. <input type="checkbox"/> Identify pronouns in a sentence. <input type="checkbox"/> Understand appropriate shifts in pronoun number and person. <input type="checkbox"/> Determine the purpose of the antecedents and how to identify the correct one. <input type="checkbox"/> Use a writing and revising process. <input type="checkbox"/> Identify all parts of speech and their function. <input type="checkbox"/> Use subject-verb agreement. <input type="checkbox"/> State the tenses of a verb.

40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
 - Use underlining, quotation marks, or italics to indicate the titles of different types of works.
 - Spell grade-level words correctly, consulting references as needed.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.5.40.1: Indicate the titles of different work by using quotation marks, italics, and underlining. <input type="checkbox"/> ELA.5.40.2: Use correct comma usage to write sentences and paragraphs. <input type="checkbox"/> ELA.5.40.3: Use correct capitalization, including familial relations and proper adjectives. <input type="checkbox"/> ELA.5.40.4: Spell grade-appropriate words correctly, consult references as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a writing and revising process. <input type="checkbox"/> Demonstrate correct capitalization of proper nouns. <input type="checkbox"/> Use correct end of sentence punctuation. <input type="checkbox"/> Employ phonetic and phonemic rules to correctly spell words. <input type="checkbox"/> Understand comma usage in a series. <input type="checkbox"/> Determine different types of works of literature.

41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.41.1: Use academic and domain specific and phrases correctly.<input type="checkbox"/> ELA.5.41.2: Write sentences using specific academic vocabulary words.<input type="checkbox"/> ELA.5.41.3: Write sentences using domain-specific vocabulary.<input type="checkbox"/> ELA.5.41.4: Use phrases accurately in writing.<input type="checkbox"/> ELA.5.41.5: Use words in writing that signal contrasting ideas, provides additional information, and describes relationships.	<ul style="list-style-type: none"><input type="checkbox"/> Express ideas in writing.<input type="checkbox"/> Comprehend academic and domain-specific vocabulary.<input type="checkbox"/> Write simple sentences with correct capitalization and punctuation.<input type="checkbox"/> Identify contrasting ideas.

42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.

Examples: dictionaries, glossaries

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.5.42.1: Use dictionaries (or glossaries in the back of their books) to locate the meanings of unfamiliar or multi-meaning words.<input type="checkbox"/> ELA.5.42.2: Use words within a text to help them determine the meaning of an unfamiliar or multi-meaning words.<input type="checkbox"/> ELA.5.42.3: Use sentence-level context as a clue to the meaning of a word or phrase.<input type="checkbox"/> ELA.5.42.4: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).<input type="checkbox"/> ELA.5.42.5: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<input type="checkbox"/> ELA.5.42.6: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"><input type="checkbox"/> Have a basic understanding of the function of different reference materials.<input type="checkbox"/> Use decoding strategies to understand word meaning.<input type="checkbox"/> Identify information from multiple print or digital sources.<input type="checkbox"/> Draw on information from multiple print or digital sources to answer a question or solve a problem.<input type="checkbox"/> Gather information from print and digital sources.

Grade 6

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. *Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Learning Objectives

- ELA.6.1.1:** Explain the meaning of words and phrases that are specific to the text.
- ELA.6.1.2:** Interpret the meaning of domain-specific vocabulary, academic vocabulary, and figurative language as they are used in texts.
- ELA.6.1.3:** Identify the tone and mood of a text.
- ELA.6.1.4:** Explain how an author's vocabulary and writing style influence the tone and mood of the text.
- ELA.6.1.5:** Identify an author's purpose for writing a text.
- ELA.6.1.6:** Explain how an author's vocabulary and writing style support their purpose for writing the text.
- ELA.6.1.7:** Identify the implied or explicit main idea of a text.
- ELA.6.1.8:** Identify anecdotes in a text.
- ELA.6.1.9:** Draw conclusions from key ideas presented in text.
- ELA.6.1.10:** Use facts from the text to support their conclusions.

Prior Knowledge

- State the POV, purpose, connotative and technical word meanings.
- State the central and supporting ideas.
- Review key ideas presented in text.

2. *Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.2.1: Explain the causes and effects of the events described in the text. <input type="checkbox"/> ELA.6.2.2: Identify and describe how text features contribute to the meaning of the informational text. <input type="checkbox"/> ELA.6.2.3: Identify and describe how text structure contributes to the meaning of the informational text. <input type="checkbox"/> ELA.6.2.4: Identify the type of text structure a text follows. <input type="checkbox"/> ELA.6.2.5: Describe characteristics of the text structure. <input type="checkbox"/> ELA.6.2.6: Explain the relationships among events, people, or concepts in an informational text by providing textual evidence. <input type="checkbox"/> ELA.6.2.7: Identify reasons and evidence that support the author's points. <input type="checkbox"/> ELA.6.2.8: Explain how the author uses reasons and evidence to support their key points. <input type="checkbox"/> ELA.6.2.9: Identify a problem and solution in informational texts. <input type="checkbox"/> ELA.6.2.10: Identify a cause and effect in informational texts. <input type="checkbox"/> ELA.6.2.11: Identify claims and evidence in informational texts. <input type="checkbox"/> ELA.6.2.12: Identify sequencing in informational texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast content in informational texts. <input type="checkbox"/> Make inferences based on the content of informational texts. <input type="checkbox"/> Identify key points in a text. <input type="checkbox"/> Use specific information in an informational text to describe events, procedures, ideas, or concepts.

3. *Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.

Learning Objectives

Prior Knowledge

- ELA.6.3.1:** Use specific details from the text to explain attributes of the characters, setting, or event in a story or drama.
- ELA.6.3.2:** Identify attitudes and influences of multiple characters within a text.
- ELA.6.3.3:** Explain the reasoning behind characters' attitudes and influences.
- ELA.6.3.4:** Use explicit evidence from text to explain how the main character changed in the story.
- ELA.6.3.5:** Use explicit details from a story to support inferences about a character's behavior, the story's setting, and/or specific events.
- ELA.6.3.6:** Identify the narrator's point of view in a literary text.
- ELA.6.3.7:** Explain how the narrator's point of view is different from a character's perspective.
- ELA.6.3.8:** Identify the theme in stories, myths, and traditional literature from different cultures.
- ELA.6.3.9:** Compare and contrast the treatment of similar themes in literature from different cultures.
- ELA.6.3.10:** State an implied theme, explicit theme, or life lesson from a myth, story, or another type of traditional literature.
- ELA.6.3.11:** Identify the implied theme, explicit theme, or life lesson from a myth, story, or another type of traditional literature.
- ELA.6.3.12:** Analyze how the author developed the theme throughout the literature.
- ELA.6.3.13:** Determine the central idea or theme of a text.
- ELA.6.3.14:** Respond to questions about literary elements used in the text to demonstrate comprehension.
- ELA.6.3.15:** Interpret how authors use literary elements throughout a text.

- Identify the main character in a story.
- Identify the point of view in a narrative.
- Ask questions about literary elements used in the text to demonstrate comprehension.

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| <ul style="list-style-type: none"><input type="checkbox"/> ELA.6.3.16: Identify different character types in a narrative.<input type="checkbox"/> ELA.6.3.17: Explain how the author's use of character types develops the narrative's plot.<input type="checkbox"/> ELA.6.3.18: Analyze the themes of various culturally diverse literary texts using text evidence.<input type="checkbox"/> ELA.6.3.19: Analyze the meaning of common themes from diverse texts using textual evidence.<input type="checkbox"/> ELA.6.3.20: Identify differences between themes of texts in the same genre.<input type="checkbox"/> ELA.6.3.21: Identify similarities between themes of texts in the same genre.<input type="checkbox"/> ELA.6.3.22: Identify and describe the theme of a story.<input type="checkbox"/> ELA.6.3.23: Identify literary elements in a text.<input type="checkbox"/> ELA.6.3.24: Identify setting, plot, characters, theme, conflict, dialogue, and point of view.<input type="checkbox"/> ELA.6.3.25: State the meaning and purpose of prose and poetry.<input type="checkbox"/> ELA.6.3.26: Find text evidence from writing to support their ideas about prose and poetry. | |
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4. *Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.4.1: Explain how the specific word choices of an author create meaning and indicate tone in the text. <input type="checkbox"/> ELA.6.4.2: Explain how figurative language contributes to the meaning of the text. <input type="checkbox"/> ELA.6.4.3: Interpret the meaning of domain-specific vocabulary, academic vocabulary, and figurative language as they are used in texts. <input type="checkbox"/> ELA.6.4.4: Identify examples of similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms in text. <input type="checkbox"/> ELA.6.4.5: Explain the meanings of common idioms, adages, and proverbs. <input type="checkbox"/> ELA.6.4.6: Identify examples of common idioms, adages, and proverbs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of common idioms, adages, and proverbs. <input type="checkbox"/> Identify an author's purpose for writing a text. <input type="checkbox"/> Identify the tone and mood of a text.

5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.5.1: Identify the reasons and evidence a speaker uses to support their main points.<input type="checkbox"/> ELA.6.5.2: Identify the central and supporting ideas in recorded or live presentations.<input type="checkbox"/> ELA.6.5.3: Determine the author's point of view, purpose, and figurative word meanings.<input type="checkbox"/> ELA.6.5.4: Identify a speaker's main points.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate understanding of literary and informational text by referring to the text in discussions.

6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.6.1: Explain the meaning of words and phrases that are specific to the text.<input type="checkbox"/> ELA.6.6.2: Explain how the specific word choices of an author create meaning and indicate tone in the text.<input type="checkbox"/> ELA.6.6.3: Identify examples of similes, metaphors, alliteration, personification, hyperbole, and idioms in text.<input type="checkbox"/> ELA.6.6.4: Explain how figurative language contributes to the meaning of the text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.

7. *Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.
 - b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.
 - c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.7.1: Write an argument to convince a reader to take action or adopt a position. <input type="checkbox"/> ELA.6.7.2: Use linking words to connect their argument to the corresponding evidence. <input type="checkbox"/> ELA.6.7.3: Include an introduction, logical reasoning supported by evidence, and a conclusion in argumentative writing. <input type="checkbox"/> ELA.6.7.4: Include a claim, logical reasoning supported by evidence, and a conclusion in argumentative writing. <input type="checkbox"/> ELA.6.7.5: Gather evidence from relevant sources to support a claim. <input type="checkbox"/> ELA.6.7.6: Use a strong voice in writing by developing a personal writing style. <input type="checkbox"/> ELA.6.7.7: Incorporate literary elements into their narrative writing, like characters, setting, and conflict. <input type="checkbox"/> ELA.6.7.8: Use connective words to link their ideas within the writing. <input type="checkbox"/> ELA.6.7.9: Write an informative or explanatory text using information gathered from sources. <input type="checkbox"/> ELA.6.7.10: Independently and with support, create grade-appropriate written responses after reading literature and informational text. <input type="checkbox"/> ELA.6.7.11: Write an informative or explanatory text that begins with introducing the topic, provides facts and details about the topic, and ends with a conclusion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write routinely and independently for various amounts of time. <input type="checkbox"/> Write narratives to include characters, setting, plot, point of view and resolution of conflict. <input type="checkbox"/> Write informative text with grade specific domain words. <input type="checkbox"/> Write an argument. <input type="checkbox"/> State a claim and supporting claims with evidence.

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| <ul style="list-style-type: none"><input type="checkbox"/> ELA.6.7.12: Write an informative or explanatory text with a clear, organized structure.<input type="checkbox"/> ELA.6.7.13: Gather information from sources.<input type="checkbox"/> ELA.6.7.14: Write a narrative that ends with a sense of closure.<input type="checkbox"/> ELA.6.7.15: Include dialogue in narrative writing.<input type="checkbox"/> ELA.6.7.16: Use appropriate transitional words and phrases in narrative writing.<input type="checkbox"/> ELA.6.7.17: Write a narrative with a logical sequence of events and sensory details.<input type="checkbox"/> ELA.6.7.18: Write a personal narrative that recalls a personal experience or a fictional narrative with a made-up story.<input type="checkbox"/> ELA.6.7.19: Respond to text in writing on a consistent basis without support from others. | |
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8. Participate in collaborative discussions using information from a source.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.8.1: Demonstrate understanding of the literary and informational text by referring to the text in discussions.<input type="checkbox"/> ELA.6.8.2: Discuss key ideas presented in classroom discussions.<input type="checkbox"/> ELA.6.8.3: Discuss conclusions from key ideas presented in classroom discussions.<input type="checkbox"/> ELA.6.8.4: Use facts to support ideas discussed.<input type="checkbox"/> ELA.6.8.5: Clearly and effectively share ideas with others through speaking.<input type="checkbox"/> ELA.6.8.6: Participate in classroom discussions by responding directly to specific information shared by others.	<ul style="list-style-type: none"><input type="checkbox"/> Orally present information and original ideas clearly.

9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.9.1: Demonstrate understanding of literary devices and elements in an informational text by referring to the text in discussions.<input type="checkbox"/> ELA.6.9.2: Use facts to support the ideas they discuss.<input type="checkbox"/> ELA.6.9.3: Clearly and effectively share ideas with others through speaking.<input type="checkbox"/> ELA.6.9.4: Participate in classroom discussions by responding directly to specific information shared by others.	<ul style="list-style-type: none"><input type="checkbox"/> Express ideas clearly and effectively to diverse partners and groups.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Examples: online academic journals, social media, blogs, podcasts

Learning Objectives

- ELA.6.10.1:** Determine the credibility and appropriateness of a research source by identifying the facts and the author's opinions.
- ELA.6.10.2:** Identify key points and purpose of a digital source.
- ELA.6.10.3:** Identify the tone of a digital source.
- ELA.6.10.4:** Identify the audience of a digital source.
- ELA.6.10.5:** Identify the occasion of a digital source.
- ELA.6.10.6:** Identify the subject of a digital source.

Prior Knowledge

- Determine the credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in digital sources.

11. *Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.11.1: Explain how the visual and multimedia elements impact the overall meaning and tone of the text. <input type="checkbox"/> ELA.6.11.2: Answer a question by using relevant information from an audio and/or visual source. <input type="checkbox"/> ELA.6.11.3: With support, utilize written, visual, digital, and interactive texts to generate answers to literal questions. <input type="checkbox"/> ELA.6.11.4: With support, utilize written, visual, digital, and interactive texts to generate answers to interpretive questions. <input type="checkbox"/> ELA.6.11.5: With support, utilize written, visual, digital, and interactive texts to generate answers to applied questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Answer literal and interpretive questions. <input type="checkbox"/> Identify visual and multimedia elements in the text.

12. *Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.12.1: With support, identify language that suggests the occasion of a digital resource. <input type="checkbox"/> ELA.6.12.2: With support, identify language that suggests the subject of a digital resource. <input type="checkbox"/> ELA.6.12.3: With support, identify language that suggests the audience of a digital resource. <input type="checkbox"/> ELA.6.12.4: With support, identify language that suggests the purpose of a digital resource. <input type="checkbox"/> ELA.6.12.5: With support, identify language that suggests the credibility of a digital resource. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose digital products that are appropriate in subject and purpose for a particular audience and occasion.

13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.

Examples: social media posts, blog posts, podcast episodes, infographics

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.13.1: Independently create grade-appropriate digital products about a topic.<input type="checkbox"/> ELA.6.13.2: Cite evidence from research sources.<input type="checkbox"/> ELA.6.13.3: Integrate research findings from multiple sources about the topic.<input type="checkbox"/> ELA.6.13.4: Logically group related ideas to support explanation of the topic.<input type="checkbox"/> ELA.6.13.5: Paraphrase portions of texts or presented information.<input type="checkbox"/> ELA.6.13.6: Organize writing into a particular structure and develop ideas using details.<input type="checkbox"/> ELA.6.13.7: With support, create grade-appropriate digital products about a topic.<input type="checkbox"/> ELA.6.13.8: Clearly introduce a topic.	<ul style="list-style-type: none"><input type="checkbox"/> Stand in front of class.<input type="checkbox"/> Research information.<input type="checkbox"/> Speak clearly.<input type="checkbox"/> Organize thoughts with the help of graphic organizers.

14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.14.1: Add multimedia components (e.g., audio) and visual displays (e.g., graphics) to presentations to enhance the development of main ideas or themes.<input type="checkbox"/> ELA.6.14.2: Create audio recordings to use with presentations to enhance the development of main ideas or theme.<input type="checkbox"/> ELA.6.14.3: Include ideas in digital format with attention to subject, occasion, audience, and purpose.	<ul style="list-style-type: none"><input type="checkbox"/> Present information and original ideas through speaking.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

15. *Identify the conventions of standard English grammar and usage in published texts.
- a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.
 - b. Evaluate pronoun usage for number and case.
Examples: subjective, objective, possessive
 - c. Identify common errors in pronoun usage.
Examples: person, number, ambiguous antecedents

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.15.1: Use varied pronouns and their antecedents correctly in writing. <input type="checkbox"/> ELA.6.15.2: Evaluate sentences to determine if the correct case of the pronoun was used. <input type="checkbox"/> ELA.6.15.3: Identify inappropriate shifts in pronoun person in writing. <input type="checkbox"/> ELA.6.15.4: Identify inappropriate shifts in pronoun number in writing. <input type="checkbox"/> ELA.6.15.5: Revise writing to use a variety of pronouns and antecedents. <input type="checkbox"/> ELA.6.15.6: Correct inappropriate shifts in verb tense, including subject-verb agreement, in writing. <input type="checkbox"/> ELA.6.15.7: Identify inappropriate shifts in verb tense, including subject-verb agreement, in writing. <input type="checkbox"/> ELA.6.15.8: Write sentences with correct subject-verb agreement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify subject/verb agreement in the published text. <input type="checkbox"/> Name nouns, pronouns, verbs, adjectives, and adverbs in particular sentences and state their functions. <input type="checkbox"/> Locate subjects, verbs, adjectives, and adverbs in various texts. <input type="checkbox"/> Indicate an understanding of pronouns, adjectives, fragments, and run-ons. <input type="checkbox"/> Identify subjective, objective, and possessive pronouns. <input type="checkbox"/> Recognize common correct and incorrect pronoun usage.

16. *Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.
 a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.
Examples: poetry, informational texts, narratives

Learning Objectives

Prior Knowledge

- ELA.6.16.1:** Use the correct indicator (underline, quotation marks, italics) when writing the titles of various types of works.
- ELA.6.16.2:** Use commas, apostrophes, and quotation marks correctly in writing.
- ELA.6.16.3:** Identify sentences with tag questions with correct comma usage, such as *She didn't forget to call you, did she?*
- ELA.6.16.4:** Identify sentences with direct addresses that correctly use a comma, such as *Jackie, are you leaving so soon?*
- ELA.6.16.5:** Identify sentences that correctly use a comma to separate introductory elements from the rest of a sentence, such as *In the nighttime, people have a harder time driving.*
- ELA.6.16.6:** Identify sentences that correctly use commas to separate words in a series, such as *as cat, dog, turtle, etc.*

- Identify capitalization in published texts.
- Identify punctuation in published texts.
- Identify commas, parentheses, and dashes.
- Use commas to set off nonrestrictive elements.
- Use correct capitalization in writing.
- Recognize poetry, informational texts, and narratives.

17. Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.17.1: Identify the reasons and evidence a speaker uses to support their main points.<input type="checkbox"/> ELA.6.17.2: Identify a speaker's main points.<input type="checkbox"/> ELA.6.17.3: Identify patterns in a speaker's point of view.<input type="checkbox"/> ELA.6.17.4: Show purpose in a speaker's organizational choices.	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish different author’s point of view.<input type="checkbox"/> Distinguish different purposes in writing.

18. Identify a speaker's correct usage of language, including subject-verb agreement and pronouns.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.18.1: List a speaker's simple use of subject-verb agreement involving pronouns.<input type="checkbox"/> ELA.6.18.2: Correctly label a speaker's basic subject-verb agreement.<input type="checkbox"/> ELA.6.18.3: Demonstrate correct standard English grammar and word usage in speaking.<input type="checkbox"/> ELA.6.18.4: Identify complete sentences with correct subject-verb agreement and appropriate punctuation and word usage.	<ul style="list-style-type: none"><input type="checkbox"/> Use relative adverbs correctly in writing.<input type="checkbox"/> Use relative pronouns correctly in writing.<input type="checkbox"/> Form and use irregular possessive nouns correctly in writing.

19. *Demonstrate command of standard English grammar, usage, and mechanics when writing.
- a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.
 - b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
 - c. Compose and revise writing by using various pronouns and their antecedents correctly.
Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.19.1: Revise writing to use a variety of pronouns and antecedents. <input type="checkbox"/> ELA.6.19.2: Evaluate sentences to determine if the correct case of the pronoun was used. <input type="checkbox"/> ELA.6.19.3: Use relative pronouns correctly in writing. <input type="checkbox"/> ELA.6.19.4: Appropriately order adjectives within a sentence according to standard English conventions; for example, <i>a small red bag</i> rather than <i>a red small bag</i>. <input type="checkbox"/> ELA.6.19.5: Demonstrate correct standard English grammar and word usage in writing. <input type="checkbox"/> ELA.6.19.6: Identify inappropriate shifts in pronoun number in writing. <input type="checkbox"/> ELA.6.19.7: Identify inappropriate shifts in pronoun person in writing. <input type="checkbox"/> ELA.6.19.8: Use varied pronouns and their antecedents correctly in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use proper subject/verb agreement when writing. <input type="checkbox"/> Use correct punctuation when writing. <input type="checkbox"/> Identify commas, parentheses, and dashes. <input type="checkbox"/> Use commas to set off nonrestrictive elements. <input type="checkbox"/> Identify and show the correct usage for commas. <input type="checkbox"/> Correctly use apostrophes. <input type="checkbox"/> Identify and distinguish when to properly use quotation marks. <input type="checkbox"/> Distinguish a personal pronoun and its antecedent. <input type="checkbox"/> Name intensive pronouns with their antecedents. <input type="checkbox"/> Categorize a reflexive pronoun and its antecedent. <input type="checkbox"/> Identify pronouns in a sentence.

20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.20.1: Use consistent language in formal settings.<input type="checkbox"/> ELA.6.20.2: Use consistent language in informal settings.	<ul style="list-style-type: none"><input type="checkbox"/> Define formal and informal settings.<input type="checkbox"/> Identify formal and informal writing.<input type="checkbox"/> Define style and tone.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.

Learning Objectives

- ELA.6.21.1:** Support their explanation with specific examples from the text.
- ELA.6.21.2:** Explain the differences between primary, secondary, and digital sources.
- ELA.6.21.3:** Use a process of finding and recording information.

Prior Knowledge

- Define plagiarism.
- Define ethical guidelines.

22. *Assess the relevance, reliability, and validity of information from printed and/or digital texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> ELA.6.22.1: Compare/contrast printed and digital texts. <input type="checkbox"/> ELA.6.22.2: Define relevance, reliability, and validity.	<input type="checkbox"/> Identify text features in print and digital formats. <input type="checkbox"/> Explain the meaning of text features in print and digital formats.

23. Use an audio or audio-visual source of information to obtain the answer to a question.

Learning Objectives

- ELA.6.23.1:** Identify possible sources which could be used for research.
- ELA.6.23.2:** Distinguish between an audio and audio-visual source.
- ELA.6.23.3:** Define audio and audio-visual sources.

Prior Knowledge

- Take notes and organize information into categories.
- Make observations through various sources to answer *wh*-questions.

24. Write about research findings independently over short and/or extended periods of time.

Learning Objectives

- ELA.6.24.1:** Independently write about research findings over short and extended periods of time.
- ELA.6.24.2:** Make research observations over short periods of time.
- ELA.6.24.3:** Identify, state, and match research findings.
- ELA.6.24.4:** Gather research information about a topic.
- ELA.6.24.5:** Construct a paragraph, with support, about the research findings.

Prior Knowledge

- Independently create grade-appropriate written responses after reading literature and informational text.
- Create writing that is clear, coherent, and appropriate to the task, the purpose, and the audience.
- Organize writing into a particular structure and develop ideas using details.
- With support, create grade-appropriate written responses after reading literature and informational text.

25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.

Example: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.25.1: Summarize, quote, and paraphrase information in written notes and finished work.<input type="checkbox"/> ELA.6.25.2: Accurately quote literary and informational texts to support their conclusions and inferences.<input type="checkbox"/> ELA.6.25.3: Include a list of sources with written summaries and paraphrases.<input type="checkbox"/> ELA.6.25.4: Cite textual evidence to support summary statements.<input type="checkbox"/> ELA.6.25.5: Gather research information about a topic.<input type="checkbox"/> ELA.6.25.6: Summarize information from sources following a given citation style with guidance and support.<input type="checkbox"/> ELA.6.25.7: Quote information from sources following a given citation style with guidance and support.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the implied or explicit main idea of a text.<input type="checkbox"/> Write a summary stating the implied and/or explicit main idea(s) of a text.<input type="checkbox"/> Create a summary of a story or drama that includes the main plot events and describes how characters external or internal actions.<input type="checkbox"/> Use textual evidence to support summary statements.

26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations.
a. Answer questions in discussions about their research findings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.6.26.1: Present a summary of information read aloud or presented in diverse formats through speaking. <input type="checkbox"/> ELA.6.26.2: Demonstrate understanding of a topic or text by referring to the text in discussions. <input type="checkbox"/> ELA.6.26.3: Respond to explicit questions in ways that contribute to discussions. <input type="checkbox"/> ELA.6.26.4: Expand on others' comments by adding additional relevant information. <input type="checkbox"/> ELA.6.26.5: Pose questions that contribute to discussions. <input type="checkbox"/> ELA.6.26.6: Sequence ideas logically in an oral report. <input type="checkbox"/> ELA.6.26.7: Support main ideas with appropriate facts and relevant details in an oral report. <input type="checkbox"/> ELA.6.26.8: Share information learned through research in various projects and presentations. <input type="checkbox"/> ELA.6.26.9: Orally report on a topic or text. <input type="checkbox"/> ELA.6.26.10: Logically group related ideas to support explanation of the topic. <input type="checkbox"/> ELA.6.26.11: Clearly introduce a research topic in various projects and presentations. <input type="checkbox"/> ELA.6.26.12: Combine information from several texts on the same topic into one piece of work. <input type="checkbox"/> ELA.6.26.13: Research information from a variety of sources to explain a topic or answer a question. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recall various forms of communication. <input type="checkbox"/> Distinguish between fact and opinion; relevant and irrelevant. <input type="checkbox"/> Define appropriate/inappropriate behaviors for oral presentations. <input type="checkbox"/> Form and post rules for discussions and individual roles. <input type="checkbox"/> Cite evidence from research sources in writing.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

27. *Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

Learning Objectives

- ELA.6.27.1:** Learn and use grade-level vocabulary words.
- ELA.6.27.2:** Correctly identify the meaning of general academic and domain-specific words and phrases.
- ELA.6.27.3:** Apply a range of strategies to determine the meaning of unknown and multiple-meaning words and phrases.
- ELA.6.27.4:** Clarify the meaning of unknown and multiple-meaning words and phrases in text using a variety of strategies.
- ELA.6.27.5:** Use synonyms, antonyms, and homographs to interpret word meaning.
- ELA.6.27.6:** Identify and use Latin and Greek affixes and roots as clues to the meaning of a word.
- ELA.6.27.7:** Use print and/or digital reference materials to learn or clarify the precise meaning of words and phrases in writing.
- ELA.6.27.8:** Use print and/or digital reference materials to identify correct pronunciations of words and phrases.

Prior Knowledge

- Define connotation and denotation.
- Identify prefix, suffix, and roots of words.

28. Discover word meanings through active listening in various contexts.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.28.1: Determine the meaning of unknown words and phrases in spoken language.<input type="checkbox"/> ELA.6.28.2: Clarify the meaning of multiple-meaning words and phrases in spoken language.<input type="checkbox"/> ELA.6.28.3: Use context clues to define unknown words through active listening.<input type="checkbox"/> ELA.6.28.4: Use a known root word as a clue to define the unknown word. through active listening.	<ul style="list-style-type: none"><input type="checkbox"/> Actively participate in classroom discussions, oral presentations.<input type="checkbox"/> Utilize digital formats.

29. Use academic vocabulary in writing to communicate effectively.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.29.1: Use academic and domain-specific words and phrases in writing.<input type="checkbox"/> ELA.6.29.2: Use words and phrases that signal contrasting ideas, additional information, and other logical relationships between ideas in writing.<input type="checkbox"/> ELA.6.29.3: Write familiar and unfamiliar multisyllabic words, in context and in isolation.	<ul style="list-style-type: none"><input type="checkbox"/> Use adjectives and adverbs to describe in writing.<input type="checkbox"/> Use general conversational words in writing.<input type="checkbox"/> Use words that signal actions and emotions in writing.<input type="checkbox"/> Write commonly misused words, such as <i>accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are quiet/quit/quite</i>.

30. *Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.6.30.1: Use academic and domain-specific words in speech.<input type="checkbox"/> ELA.6.30.2: Identify vocabulary to create a specific reaction or effect when speaking in a given situation.<input type="checkbox"/> ELA.6.30.3: List vocabulary to create a specific reaction or effect when speaking in a given situation.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate fluent speech.

Grade 7

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. *Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.1.1: Explain how an author's rhetorical choices developed the central and supporting ideas of the text. <input type="checkbox"/> ELA.7.1.2: Explain why an author made rhetorical choices related to point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. <input type="checkbox"/> ELA.7.1.3: Identify an author's rhetorical choices related to point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. <input type="checkbox"/> ELA.7.1.4: Interpret the meaning of domain-specific vocabulary, academic vocabulary, and figurative language as they are used in texts. <input type="checkbox"/> ELA.7.1.5: Identify the implied or explicit main idea of a text. <input type="checkbox"/> ELA.7.1.6: Draw conclusions from key ideas presented in text. <input type="checkbox"/> ELA.7.1.7: Use facts from the text to support their conclusions. <input type="checkbox"/> ELA.7.1.8: Review key ideas presented in text. <input type="checkbox"/> ELA.7.1.9: Explain how an author's vocabulary and writing style influence the tone and mood of the text. <input type="checkbox"/> ELA.7.1.10: Identify the tone and mood of a text. <input type="checkbox"/> ELA.7.1.11: Explain how an author's vocabulary and writing style support their purpose for writing the text. <input type="checkbox"/> ELA.7.1.12: Identify an author's purpose for writing a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define figurative language, connotation, denotation, and tone. <input type="checkbox"/> Compare figurative word choice with its literal meaning. <input type="checkbox"/> Identify similes and metaphors within a text. <input type="checkbox"/> Identify literal and nonliteral meanings of terms in a text. <input type="checkbox"/> Determine and interpret the meaning of unfamiliar words using context clues.

2. *Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.2.1: Explain the relationships among events, people, or concepts in an informational text by providing textual evidence. <input type="checkbox"/> ELA.7.2.2: Identify the structure of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. <input type="checkbox"/> ELA.7.2.3: Evaluate the effectiveness of digital and print text features and structures in communicating the intended meaning. <input type="checkbox"/> ELA.7.2.4: Identify digital and print text features and structures. <input type="checkbox"/> ELA.7.2.5: Make inferences and draw conclusions from the content and structure of informational texts. <input type="checkbox"/> ELA.7.2.6: Explain how the author uses reasons and evidence to support their key points. <input type="checkbox"/> ELA.7.2.7: Identify reasons and evidence that support the author's points. <input type="checkbox"/> ELA.7.2.8: Identify key points in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify informational text. <input type="checkbox"/> Recognize compare and contrast. <input type="checkbox"/> Recognize the problem and solution. <input type="checkbox"/> Recognize cause and effect. <input type="checkbox"/> Identify substantiated vs. unsubstantiated claims and evidence. <input type="checkbox"/> Identify the author's purpose.

3. *Explain how the author's choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.3.1: Explain how literary elements contribute to the meaning and purpose of prose and poetry. <input type="checkbox"/> ELA.7.3.2: Identify the setting, plot, characters, theme, conflict, dialogue, and point of view in prose and poetry. <input type="checkbox"/> ELA.7.3.3: Interpret how authors use literary elements throughout a text. <input type="checkbox"/> ELA.7.3.4: Ask questions about literary elements used in the text to demonstrate comprehension. <input type="checkbox"/> ELA.7.3.5: Respond to questions about literary elements used in the text to demonstrate comprehension. <input type="checkbox"/> ELA.7.3.6: Explain how the author's use of character types develops the narrative's plot. <input type="checkbox"/> ELA.7.3.7: Identify different character types in a narrative. <input type="checkbox"/> ELA.7.3.8: Identify the themes of various culturally diverse literary texts. <input type="checkbox"/> ELA.7.3.9: Analyze the themes of various culturally diverse literary texts using text evidence. <input type="checkbox"/> ELA.7.3.10: Analyze the meaning of common themes from diverse texts using textual evidence. <input type="checkbox"/> ELA.7.3.11: Identify differences between themes of texts in the same genre. <input type="checkbox"/> ELA.7.3.12: Identify similarities between themes of texts in the same genre. <input type="checkbox"/> ELA.7.3.13: Identify common themes in diverse texts. <input type="checkbox"/> ELA.7.3.14: Support their explanations of literary elements with textual evidence. <input type="checkbox"/> ELA.7.3.15: Identify literary elements in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define theme and summary. <input type="checkbox"/> Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. <input type="checkbox"/> Locate specific details in a text that support the theme. (e.g., setting, characters, conflict).

4. *Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.4.1: Identify literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood. <input type="checkbox"/> ELA.7.4.2: Describe how an author's use of literary devices in prose and poetry supports their interpretation of the text. <input type="checkbox"/> ELA.7.4.3: Interpret the meaning of domain-specific vocabulary, academic vocabulary, and figurative language as they are used in texts. <input type="checkbox"/> ELA.7.4.4: Interpret the meaning of the figurative language in context. <input type="checkbox"/> ELA.7.4.5: Identify examples of similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms in text. <input type="checkbox"/> ELA.7.4.6: Explain the meanings of common idioms, adages, and proverbs. <input type="checkbox"/> ELA.7.4.7: Identify examples of common idioms, adages, and proverbs. <input type="checkbox"/> ELA.7.4.8: Explain how an author's vocabulary and writing style influence the tone and mood of the text. <input type="checkbox"/> ELA.7.4.9: Identify the tone and mood of a text. <input type="checkbox"/> ELA.7.4.10: Explain how an author's vocabulary and writing style support their purpose for writing the text. <input type="checkbox"/> ELA.7.4.11: Identify an author's purpose for writing a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define figurative language, connotations, denotations, and nuances. <input type="checkbox"/> Identify literal (denotation) and nonliteral (connotation/inferential). <input type="checkbox"/> Use appropriate figurative language to enhance the sentence (e.g., "Joe is a rotten tomato" as opposed to "Joe is a bad man."). <input type="checkbox"/> Write word pictures based on images found in magazines, newspaper, or online. <input type="checkbox"/> Identify figurative language within a text.

5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.5.1: Explain why a speaker made particular rhetorical choices related to point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.<input type="checkbox"/> ELA.7.5.2: Evaluate how a speaker's rhetorical choices developed the central and supporting ideas of the presentation.<input type="checkbox"/> ELA.7.5.3: Identify a speaker's rhetorical choices related to point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.	<ul style="list-style-type: none"><input type="checkbox"/> Define figurative language, connotation, denotation, text features, and technical meanings.<input type="checkbox"/> Determine and interpret the meaning of unfamiliar words using context clues.<input type="checkbox"/> Identify similes and metaphors within a text.<input type="checkbox"/> Identify literal and nonliteral meanings of terms in a text.<input type="checkbox"/> Identify text features within informational texts, (e.g., Bold words, bullets, italicized words).

6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.6.1: Describe how an author's use of literary techniques supports their interpretation of the presentation.<input type="checkbox"/> ELA.7.6.2: Identify hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in presentations.	<ul style="list-style-type: none"><input type="checkbox"/> Interpret figures of speech (e.g., personification) in context.<input type="checkbox"/> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<input type="checkbox"/> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).

7. *Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).
 - Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.
 - Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.7.1: Produce clear, coherent narrative, argument, and informative/explanatory writings. <input type="checkbox"/> ELA.7.7.2: Write an informative or explanatory text with an organized structure and formal style that includes a focused point of view, clear purpose, credible evidence, and technical vocabulary words. <input type="checkbox"/> ELA.7.7.3: Include a claim, logical reasoning, relevant evidence, and a conclusion in argumentative writing. <input type="checkbox"/> ELA.7.7.4: Write an informative or explanatory text using information gathered from sources. <input type="checkbox"/> ELA.7.7.5: Gather evidence from relevant, credible sources to support a claim. <input type="checkbox"/> ELA.7.7.6: Write an argument to convince a reader to take action or adopt a position. <input type="checkbox"/> ELA.7.7.7: Elaborate on details included in the text using academic vocabulary or text features. <input type="checkbox"/> ELA.7.7.8: Independently create grade-appropriate written responses after reading literature and informational text. <input type="checkbox"/> ELA.7.7.9: Include dialogue and sensory details in narrative writing. <input type="checkbox"/> ELA.7.7.10: Use connective words to link their ideas within the writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss other writing in various modes that is crafted to suit a specific task and purpose for a particular audience. <input type="checkbox"/> Discuss an appropriate command of language reflective of their grade-level. <input type="checkbox"/> Understand the context and introduce the narrator, characters, or both; -organize an event sequence that unfolds naturally and logically. <input type="checkbox"/> Use appropriate transitions to clarify the relationships among ideas and concepts. <input type="checkbox"/> Use precise language and domain-specific vocabulary to inform about or explain the topic. <input type="checkbox"/> Establish and maintain a formal style of writing. <input type="checkbox"/> Provide a concluding statement or section that follows from the information or explanation presented. <input type="checkbox"/> Introduce claim(s) and organize the reasons and evidence clearly. <input type="checkbox"/> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <input type="checkbox"/> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- ELA.7.7.11:** Incorporate literary elements into their narrative writing, like characters, setting, point of view, conflict, and resolution.
- ELA.7.7.12:** Write a narrative with a logical sequence of plot events.
- ELA.7.7.13:** Identify the writing task, the purpose of writing, and the intended audience to appropriately adapt the development, organization, style, and tone of the writing.
- ELA.7.7.14:** Use a strong voice in writing by developing a personal writing style.
- ELA.7.7.15:** Write a personal narrative that recalls a personal experience or a fictional narrative with a made-up story.
- ELA.7.7.16:** Writing on a consistent basis without support from others for various time frames.
- ELA.7.7.17:** Demonstrate command of the written language.

- Establish and maintain a formal style.

8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.8.1: Draw conclusions from key ideas presented in classroom discussions.<input type="checkbox"/> ELA.7.8.2: Participate in classroom discussions by responding directly to specific information shared by others.<input type="checkbox"/> ELA.7.8.3: Review key ideas presented in classroom discussions.<input type="checkbox"/> ELA.7.8.4: Use information from a source to support their discussion.<input type="checkbox"/> ELA.7.8.5: Use facts to support the ideas they discuss.	<ul style="list-style-type: none"><input type="checkbox"/> Engage in a collaborative discussion.<input type="checkbox"/> Clearly and effectively share ideas with others through speaking

9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.9.1: Participate in collaborative discussions about literary devices and elements found in prose and poetry.<input type="checkbox"/> ELA.7.9.2: Identify and discuss literary devices and elements in poetry and prose.<input type="checkbox"/> ELA.7.9.3: Draw conclusions from key ideas presented in classroom discussions.<input type="checkbox"/> ELA.7.9.4: Review key ideas presented in classroom discussions.<input type="checkbox"/> ELA.7.9.5: Use facts to support the ideas they discuss.	<ul style="list-style-type: none"><input type="checkbox"/> Clearly and effectively share ideas with others through speaking.<input type="checkbox"/> Participate in classroom discussions by responding directly to specific information shared by others.<input type="checkbox"/> Recognize prose and poetry from other types of writing.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.

Examples: online academic journals, social media, blogs

Learning Objectives

- ELA.7.10.1:** Determine the subject, occasion, audience, purpose, tone, and credibility of digital sources.
- ELA.7.10.2:** Interpret language to determine the subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.
- ELA.7.10.3:** Determine the credibility and appropriateness of a research source by identifying the facts and the author's opinions.
- ELA.7.10.4:** Distinguish between fact and the author's opinion in informational text.

Prior Knowledge

- Name various digital sources.
- Identify key points and the purpose of a text.
- Identify the tone of a text.
- Identify the audience of a text.
- Identify the occasion of a text.
- Identify the subject of a text.

11. Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.11.1: Explain how the visual and multimedia elements impact the overall meaning and tone of the text.<input type="checkbox"/> ELA.7.11.2: Use written, visual, digital, and interactive texts to create and answer questions.<input type="checkbox"/> ELA.7.11.3: Answer a question by using relevant information from an audio and/or visual source.<input type="checkbox"/> ELA.7.11.4: Compare and contrast a variety of digital sources.<input type="checkbox"/> ELA.7.11.5: Identify visual and multimedia elements in a text.<input type="checkbox"/> ELA.7.11.6: Locate information in print and digital sources.	<ul style="list-style-type: none"><input type="checkbox"/> Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose (e.g., speaking to defend or explain a digital poster, multimedia presentation, or video).<input type="checkbox"/> Create and answer literal, interpretive, and applied questions.

12. *Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.12.1: Evaluate the effectiveness of digital and print text features and structures in communicating the intended meaning. <input type="checkbox"/> ELA.7.12.2: Analyze and explain how two or more texts explain similar topics in diverse media and formats. <input type="checkbox"/> ELA.7.12.3: Analyze text topics by applying information from multiple sources. <input type="checkbox"/> ELA.7.12.4: Explain how the visual and multimedia elements impact the overall meaning and tone of the text. <input type="checkbox"/> ELA.7.12.5: Discuss the purpose of rhetorical choices in a digital text. <input type="checkbox"/> ELA.7.12.6: Discuss the effect of rhetorical choices in a digital text. <input type="checkbox"/> ELA.7.12.7: Identify rhetorical choices in a digital text. <input type="checkbox"/> ELA.7.12.8: Identify visual and multimedia elements in a text. <input type="checkbox"/> ELA.7.12.9: Identify digital and print text features and structures. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key points in a text. <input type="checkbox"/> Identify reasons and evidence that support the author's points. <input type="checkbox"/> Explain how the author uses reasons and evidence to support their key points. <input type="checkbox"/> Quickly find information within a text. <input type="checkbox"/> Identify text features in varied forms of texts. <input type="checkbox"/> Identify similarities between the structure of events, ideas, concepts, or information in two or more texts. <input type="checkbox"/> Identify differences between the structure of events, ideas, concepts, or information in two or more texts. <input type="checkbox"/> Describe the overall meaning and tone of a text.

13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.13.1: With guidance and support, interpret the language of digital sources to determine the subject, occasion, audience, purpose, and credibility.<input type="checkbox"/> ELA.7.13.2: Identify language that suggests the occasion of a digital resource.<input type="checkbox"/> ELA.7.13.3: Identify language that suggests the subject of a digital resource.<input type="checkbox"/> ELA.7.13.4: Identify language that suggests the audience of a digital resource.<input type="checkbox"/> ELA.7.13.5: Identify language that suggests the purpose of a digital resource.<input type="checkbox"/> ELA.7.13.6: Identify language that suggests the credibility of a digital resource.	<ul style="list-style-type: none"><input type="checkbox"/> Actively listen to digital sources.<input type="checkbox"/> Name types of digital sources.<input type="checkbox"/> Identify the subject, occasion, audience, purpose, tone, and credibility of the text.

14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><li data-bbox="109 250 982 321">☐ ELA.7.14.1: Create digital products with attention to subject and purpose for different audiences and occasions.<li data-bbox="109 328 982 399">☐ ELA.7.14.2: Edit digital products with attention to subject and purpose for different audiences and occasions.	<ul style="list-style-type: none"><li data-bbox="1073 250 1992 321">☐ Create and edit text that is appropriate in subject and purpose for a particular audience or occasion.<li data-bbox="1073 328 1436 360">☐ Identify digital products.

15. Utilize digital tools and/or products to enhance meaning.

Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms

Learning Objectives

- ELA.7.15.1:** Add multimedia components (e.g., audio) and visual displays (e.g., graphics) to presentations to enhance the development of main ideas or themes.
- ELA.7.15.2:** Introduce ideas in digital formats to enhance oral presentations.
- ELA.7.15.3:** Identify the subject, occasion, audience, and purpose of an oral presentation.

Prior Knowledge

- Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.
- Identify digital tools.

16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.16.1: Determine subject, occasion, audience, purpose, tone, and credibility of digital sources (e.g., online academic journals, social media, blogs, podcasts).<input type="checkbox"/> ELA.7.16.2: Add multimedia components (e.g., audio) and visual displays (e.g., graphics) to presentations to enhance the development of main ideas or themes.<input type="checkbox"/> ELA.7.16.3: Introduce ideas in digital formats to enhance oral presentations.	<ul style="list-style-type: none"><input type="checkbox"/> Present information and original ideas through speaking.<input type="checkbox"/> Identify the subject, occasion, audience, and purpose of an oral presentation.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

17. *Identify the conventions of standard English grammar and usage in writing.

- a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence.
- b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text.
- c. Evaluate the functions of phrases and clauses in general and their function in specific sentences.

Learning Objectives

- ELA.7.17.1:** Identify conventions of standard English grammar and usage in texts.
- ELA.7.17.2:** Correct inappropriate shifts in verb tense, including subject-verb agreement, in writing.
- ELA.7.17.3:** Write sentences with correct subject-verb agreement.
- ELA.7.17.4:** Identify inappropriate shifts in verb tense, including subject-verb agreement, in writing.
- ELA.7.17.5:** Identify subject-verb agreement when a sentence is interrupted by a prepositional phrase.
- ELA.7.17.6:** Identify subject-verb agreement in a sentence with inverted word order.
- ELA.7.17.7:** Identify subject-verb agreement when the subject is an indefinite pronoun.
- ELA.7.17.8:** Revise writing to use a variety of pronouns and antecedents.
- ELA.7.17.9:** Use varied pronouns and their antecedents correctly in writing.
- ELA.7.17.10:** Evaluate pronoun usage for number and case in published texts.
- ELA.7.17.11:** Evaluate sentences to determine if the correct case of the pronoun was used.

Prior Knowledge

- Understand appropriate examples of writing conventions and grammar in text.
- Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.
- Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.
- Compare and contrast simple, compound, complex, and compound-complex statements and questions.

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| <ul style="list-style-type: none"><input type="checkbox"/> ELA.7.17.12: Identify errors in pronoun usage, such as person, number, and ambiguous antecedents.<input type="checkbox"/> ELA.7.17.13: Identify inappropriate shifts in pronoun person in writing.<input type="checkbox"/> ELA.7.17.14: Identify inappropriate shifts in pronoun number in writing.<input type="checkbox"/> ELA.7.17.15: Identify pronouns in a sentence. | |
|---|--|

18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.

a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.18.1: Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.<input type="checkbox"/> ELA.7.18.2: Use correct capitalization in writing.<input type="checkbox"/> ELA.7.18.3: Use appropriate punctuation in writing.<input type="checkbox"/> ELA.7.18.4: Use appropriate colons and semicolons in writing.<input type="checkbox"/> ELA.7.18.5: Write sentences that correctly use commas in a variety of ways.<input type="checkbox"/> ELA.7.18.6: Use the correct indicator (underline, quotation marks, italics) when writing the titles of different types of works.<input type="checkbox"/> ELA.7.18.7: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements (e.g., poetry, informational text, narratives).<input type="checkbox"/> ELA.7.18.8: Identify punctuation marks that are used to set off nonrestrictive and parenthetical elements in texts from a variety of genres.	<ul style="list-style-type: none"><input type="checkbox"/> Spell fifth-grade level words correctly.<input type="checkbox"/> Spell sixth-grade level words correctly.<input type="checkbox"/> Identify commas, apostrophes, quotation marks, colons, and semicolons.<input type="checkbox"/> Participate in peer editing.

19. Evaluate a speaker’s organizational choices to determine point of view, purpose, and effectiveness.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.19.1: Assess a speaker's organizational choices to determine the effectiveness of the presentation.<input type="checkbox"/> ELA.7.19.2: Identify and describe a speaker's organizational choices, such as point of view and purpose.<input type="checkbox"/> ELA.7.19.3: Explain the difference between first-person and third-person narration, including omniscient and third-person limited.<input type="checkbox"/> ELA.7.19.4: Use details and examples from a text to indicate the purpose of the text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the reasons and evidence a speaker uses to support their main points.<input type="checkbox"/> Identify a speaker's main points.<input type="checkbox"/> Identify patterns in a speaker's point of view.<input type="checkbox"/> Show purpose in a speaker's organizational choices.

20. Identify a speaker's formality of language in order to comprehend, interpret, and respond appropriately.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.20.1: Use rubric or checklist for precision and redundancy.<input type="checkbox"/> ELA.7.20.2: Identify formal and informal settings.<input type="checkbox"/> ELA.7.20.3: Identify language to express ideas precisely and concisely.	<ul style="list-style-type: none"><input type="checkbox"/> Identify formal language in a text.<input type="checkbox"/> Identify informal language in text.

21. *Create written work using standard English grammar, usage, and mechanics.
- Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
 - Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas.
 - Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.21.1: Demonstrate correct standard English grammar and word usage in writing. <input type="checkbox"/> ELA.7.21.2: Demonstrate the correct use of mechanics in writing. <input type="checkbox"/> ELA.7.21.3: Create complex and compound-complex sentences. <input type="checkbox"/> ELA.7.21.4: Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level. <input type="checkbox"/> ELA.7.21.5: Use effective writing skills (e.g., use correct modifier placement, and embedded clauses) to make writing relevant to a given topic and create inferences. <input type="checkbox"/> ELA.7.21.6: Compose writing with various pronouns and antecedents used correctly. <input type="checkbox"/> ELA.7.21.7: Evaluate sentences to determine if the correct case of the pronoun was used. <input type="checkbox"/> ELA.7.21.8: Use verb tenses to describe various times, sequences, states, and conditions in writing. <input type="checkbox"/> ELA.7.21.9: Use perfect verb tenses in writing. <input type="checkbox"/> ELA.7.21.10: Use correlative conjunctions in writing. <input type="checkbox"/> ELA.7.21.11: Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements in writing. <input type="checkbox"/> ELA.7.21.12: Identify the incorrect usage of commas, apostrophes, quotation marks, colons, and semicolons in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Form and use prepositional phrases and conjunctions. <input type="checkbox"/> Recognize and correct sentence fragments and run-on sentences. <input type="checkbox"/> Identify parts of speech in a sentence. <input type="checkbox"/> Recognize misplaced or dangling modifiers. <input type="checkbox"/> Use standard English grammar in spoken language. <input type="checkbox"/> Use commas, apostrophes, and quotation marks.

22. Choose language that expresses ideas precisely and concisely.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.22.1: Speak clearly at an understandable rate when orally presenting information.<input type="checkbox"/> ELA.7.22.2: Identify formal and informal settings.<input type="checkbox"/> ELA.7.22.3: Use formal and informal language, depending on the setting.<input type="checkbox"/> ELA.7.22.4: Maintain consistency in language style and tone.	<ul style="list-style-type: none"><input type="checkbox"/> Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.

Learning Objectives

- ELA.7.23.1:** With guidance and support, explain how ethical guidelines govern the process of finding and recording information from a variety of sources.
- ELA.7.23.2:** With guidance and support, summarize ethical guidelines for finding and recording information from a variety of sources.

Prior Knowledge

- Cite appropriately when summarizing.
- Compare and contrast primary, secondary, and digital sources.
- Define primary, secondary, and digital sources.

24. *Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.24.1: Assess the relevance, reliability, and validity of information in a variety of texts.<input type="checkbox"/> ELA.7.24.2: Define relevance, reliability, and validity.	<ul style="list-style-type: none"><input type="checkbox"/> Compare and contrast nonfiction and fiction printed and/or digital texts.<input type="checkbox"/> Distinguish between an audio and audio-visual source.

25. Use active listening to acquire information and assess its relevance and credibility.

Learning Objectives

- ELA.7.25.1:** Use audio or audio-visual information sources to answer a question.
- ELA.7.25.2:** Define relevance and credibility.

Prior Knowledge

- Use active listening to answer questions.

26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.

Examples: a day or two, a single sitting

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.26.1: Write on a consistent basis without support from others for various time frames.<input type="checkbox"/> ELA.7.26.2: Demonstrate understanding of varied literary and informational text by referring to the text in written responses.<input type="checkbox"/> ELA.7.26.3: Independently create grade-appropriate written responses after reading literature and informational text.<input type="checkbox"/> ELA.7.26.4: Demonstrate understanding of varied literary and informational text by referring to the text in discussions.<input type="checkbox"/> ELA.7.26.5: Find information on a particular topic from a variety of research sources.	<ul style="list-style-type: none"><input type="checkbox"/> Introduce a research topic clearly and group related ideas.<input type="checkbox"/> Use textual evidence to support summarization.<input type="checkbox"/> Integrate information from several texts on the same topic into presentations of research.

27. *Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.

Example: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.27.1: Include a list of sources with written summaries and paraphrases. <input type="checkbox"/> ELA.7.27.2: Summarize, quote, and paraphrase information in written notes and finished work. <input type="checkbox"/> ELA.7.27.3: Cite textual evidence to support summary statements. <input type="checkbox"/> ELA.7.27.4: Accurately quote literary and informational texts to support their conclusions and inferences. <input type="checkbox"/> ELA.7.27.5: Use textual evidence to support summary statements. <input type="checkbox"/> ELA.7.27.6: Write a summary stating the implied and/or explicit main idea(s) of a text. <input type="checkbox"/> ELA.7.27.7: Identify the implied or explicit main idea of a text. <input type="checkbox"/> ELA.7.27.8: Draw conclusions and make inferences from literary and informational texts. <input type="checkbox"/> ELA.7.27.9: With guidance and support, quote, paraphrase, and summarize information from research sources. <input type="checkbox"/> ELA.7.27.10: With guidance and support, present research findings through writing. <input type="checkbox"/> ELA.7.27.11: With guidance and support, appropriately use citation styles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use information obtained through research to quote directly, paraphrase, or summarize. <input type="checkbox"/> Recognize different citation styles when including outside information in writing. <input type="checkbox"/> Understand plagiarism. <input type="checkbox"/> Gather research information about a topic.

28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.
 a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.28.1: Answer questions about their research findings. <input type="checkbox"/> ELA.7.28.2: Share information learned through research in various modes of writing, including projects and presentations. <input type="checkbox"/> ELA.7.28.3: Research information from a variety of sources to explain a topic or answer a question. <input type="checkbox"/> ELA.7.28.4: Find research information on a topic or text. <input type="checkbox"/> ELA.7.28.5: Pose questions that contribute to discussions. <input type="checkbox"/> ELA.7.28.6: Respond to explicit questions in ways that contribute to discussions. <input type="checkbox"/> ELA.7.28.7: Expand on others' comments by adding additional relevant information. <input type="checkbox"/> ELA.7.28.8: Present a summary of information read aloud or presented in diverse formats through speaking. <input type="checkbox"/> ELA.7.28.9: Communicate relevant details, opinions, and ideas about a topic or a text in an oral presentation. <input type="checkbox"/> ELA.7.28.10: Combine information from several texts on the same topic into one piece of work. <input type="checkbox"/> ELA.7.28.11: Support main ideas with appropriate facts and relevant details in an oral report. <input type="checkbox"/> ELA.7.28.12: Demonstrate understanding of varied literary and informational text by referring to the text in discussions. <input type="checkbox"/> ELA.7.28.13: Demonstrate understanding of varied literary and informational text by referring to the text in written responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce a research topic clearly and group related ideas. <input type="checkbox"/> Integrate and cite evidence to present research findings in written form. <input type="checkbox"/> Paraphrase portions of texts or information presented in diverse media and formats. <input type="checkbox"/> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

29. *Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary

Learning Objectives

- ELA.7.29.1: Learn and use grade-level vocabulary words.
- ELA.7.29.2: Apply a range of strategies to determine the meaning of unknown and multiple-meaning words and phrases.
- ELA.7.29.3: Clarify the meaning of unknown and multiple-meaning words and phrases in text using a variety of strategies.
- ELA.7.29.4: Interpret the meaning of domain-specific vocabulary, academic vocabulary, and figurative language as they are used in texts.
- ELA.7.29.5: Identify and use Latin and Greek affixes and roots as clues to the meaning of a word.
- ELA.7.29.6: Use word parts, connotation, and/or denotation to determine word meanings.
- ELA.7.29.7: Use synonyms, antonyms, and homographs to interpret word meaning.
- ELA.7.29.8: Use print and digital reference materials to identify correct pronunciations of words and phrases.
- ELA.7.29.9: Use print and digital reference materials to learn or clarify the precise meaning of words and phrases in writing.

Prior Knowledge

- Interpret words and phrases, including figurative language, as they are used in a text.
- Describe word relationships and nuances in word meanings, including relating them to their opposites.
- Distinguish shades of meaning in similar or related words, including nouns, verbs, and adjectives.

30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.30.1: Demonstrate understanding of varied literary and informational text by referring to the text in written responses.<input type="checkbox"/> ELA.7.30.2: Demonstrate understanding of varied literary and informational text by referring to the text in discussions.<input type="checkbox"/> ELA.7.30.3: Evaluate the effectiveness of digital and print text features and structures in communicating the intended meaning.	<ul style="list-style-type: none"><input type="checkbox"/> Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.<input type="checkbox"/> Identify informational digital and print text features and structures.

31. Infer word meaning through active listening in various contexts for purposeful, effective communication.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.31.1: Learn the meanings of unfamiliar words through active listening in contexts such as classroom discussions, oral presentations, and digital formats.<input type="checkbox"/> ELA.7.31.2: Clarify the meaning of multiple-meaning words and phrases in spoken language.<input type="checkbox"/> ELA.7.31.3: Determine the meaning of unknown words and phrases in spoken language.	<ul style="list-style-type: none"><input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.<input type="checkbox"/> Actively participate in classroom discussions, oral presentations.<input type="checkbox"/> Recognize different digital formats.<input type="checkbox"/> Use inference as a comprehension strategy.

32. Apply vocabulary in writing to convey and enhance meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.7.32.1: Use academic vocabulary to communicate effectively through writing.<input type="checkbox"/> ELA.7.32.2: Use academic and domain-specific words and phrases in writing.<input type="checkbox"/> ELA.7.32.3: Accurately write familiar and unfamiliar multisyllabic words, in context and in isolation.<input type="checkbox"/> ELA.7.32.4: Accurately use grade-appropriate general academic and domain-specific words and phrases in writing.<input type="checkbox"/> ELA.7.32.5: Accurately use words and phrases that signal contrasting ideas, additional information, and other logical relationships between ideas in writing.	<ul style="list-style-type: none"><input type="checkbox"/> Use academic and domain-specific words in speech.<input type="checkbox"/> Identify vocabulary to create a specific reaction or effect when speaking in a given situation.<input type="checkbox"/> List vocabulary to create a specific reaction or effect when speaking in a given situation.

33. *Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.7.33.1: Use academic and domain-specific words in speech. <input type="checkbox"/> ELA.7.33.2: Select vocabulary to create specific reactions and effects when speaking to an audience. <input type="checkbox"/> ELA.7.33.3: Identify the purpose and audience in a variety of situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings. <input type="checkbox"/> Define purpose and audience.

Grade 8

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. *Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.

Learning Objectives

- ELA.8.1.1:** Apply informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings in a literary text.
- ELA.8.1.2:** Identify informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings in a literary text.
- ELA.8.1.3:** Evaluate the contribution of specific technical word meanings to developing the central and supporting ideas in a text.
- ELA.8.1.4:** Compare figurative word choice with its literal meaning.
- ELA.8.1.5:** Compare, contrast, or categorize everyday words using analogies.
- ELA.8.1.6:** Identify analogies and allusions in a text.
- ELA.8.1.7:** Compare and contrast characters' points of view using Venn diagrams and graphic organizers.
- ELA.8.1.8:** Identify denotation (literal) and connotation (nonliteral) meanings of terms in a text.
- ELA.8.1.9:** Identify the narrator's point of view and how it impacts the events in the text.

Prior Knowledge

- Identify similes and metaphors within a text.
- Identify at least one explicit main idea in a text.
- Determine two or more main ideas of a text.
- Identify allusions, point of view, purpose, comparisons, and categories in text.
- Tell figurative, connotative, and technical word meanings.
- Recognize central and supporting ideas of informational texts.

2. *Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author’s perspective.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.2.1: Identify how the structure of text, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing enhance an author’s perspective. <input type="checkbox"/> ELA.8.2.2: Identify substantiated and unsubstantiated evidence in a text. <input type="checkbox"/> ELA.8.2.3: Evaluate the effectiveness of the text structure in achieving the author's intended purpose. <input type="checkbox"/> ELA.8.2.4: Identify the author's perspective in a text. <input type="checkbox"/> ELA.8.2.5: Identify a cause and its effects in a text. <input type="checkbox"/> ELA.8.2.6: Identify a problem and solution in a text. <input type="checkbox"/> ELA.8.2.7: Compare and/or contrast the content and structure of a text. <input type="checkbox"/> ELA.8.2.8: Make inferences and draw conclusions from the content and structure of informational texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify details from a literary text as substantiated evidence. <input type="checkbox"/> Identify details from a literary text as unsubstantiated evidence. <input type="checkbox"/> Paraphrase what happened in a text based on events, procedures, ideas, or relevance. <input type="checkbox"/> Explain the cause of an action, problem, or situation in a text. <input type="checkbox"/> Compare and contrast multiple viewpoints on a similar topic from different authors and provide supporting evidence from the texts. <input type="checkbox"/> Use graphic organizers or t-charts to compare various texts. <input type="checkbox"/> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <input type="checkbox"/> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <input type="checkbox"/> Read a text and answer basic comprehension questions.

3. *Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.3.1: Explain how literary elements contribute to the meaning and purpose of literary text. <input type="checkbox"/> ELA.8.3.2: Identify the author’s point of view and how it impacts the events in the text. <input type="checkbox"/> ELA.8.3.3: Identify 1st and 3rd person points of view within a text. <input type="checkbox"/> ELA.8.3.4: Compare and contrast static and dynamic characters in a text. <input type="checkbox"/> ELA.8.3.5: Describe how characters evolve throughout the text. <input type="checkbox"/> ELA.8.3.6: Identify the plot, theme, conflict, dialogue, and point of view in in a literary text. <input type="checkbox"/> ELA.8.3.7: Explain how literary elements contribute to and/or enhance the meaning and purpose of prose and poetry. <input type="checkbox"/> ELA.8.3.8: Support explanations of literary elements with textual evidence. <input type="checkbox"/> ELA.8.3.9: Locate specific details in a text that support a theme in a literary text (e.g., setting, characters, plot). 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast multiple viewpoints on a similar topic from different authors. <input type="checkbox"/> Determine the author’s purpose (e.g., to inform, persuade, or entertain). <input type="checkbox"/> Utilize textual evidence to support literary elements in a literary text. <input type="checkbox"/> Identify the plot in a literary text. <input type="checkbox"/> Identify the theme in a literary text. <input type="checkbox"/> Identify both internal and external conflict in a literary text. <input type="checkbox"/> Determine characters’ motivation(s) in the text. <input type="checkbox"/> Identify the characters in a literary text.

4. *Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.4.1: Evaluate how an author's use of literary devices supports an interpretation of the text while citing evidence from the text to support their evaluations. <input type="checkbox"/> ELA.8.4.2: Evaluate how an author's use of literary devices supports an interpretation of the text. <input type="checkbox"/> ELA.8.4.3: Make connections between the text of a story or drama and a visual or oral presentation of the same text, identifying where each version reflects specific descriptions and directions in the text (e.g., Old Yeller book versus Old Yeller movie). <input type="checkbox"/> ELA.8.4.4: Demonstrate an understanding of how a hyperbole enhances literary effect. <input type="checkbox"/> ELA.8.4.5: Identify words of exaggeration used to emphasize a point (hyperbole) in literary text. <input type="checkbox"/> ELA.8.4.6: Demonstrate an understanding of how onomatopoeia enhances literary effect. <input type="checkbox"/> ELA.8.4.7: Identify words formatted from a sound within its name (onomatopoeia) in a literary text. <input type="checkbox"/> ELA.8.4.8: Interpret figures of speech (e.g., personification) in context. <input type="checkbox"/> ELA.8.4.9: Explain the meaning of simple similes and metaphors (e.g., as a picture) in context. <input type="checkbox"/> ELA.8.4.10: Identify similes and metaphors within a text. <input type="checkbox"/> ELA.8.4.11: Identify types of figurative language (e.g., simile, metaphor). <input type="checkbox"/> ELA.8.4.12: Identify literal and nonliteral meanings of terms in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain how specific aspects of a text's illustrations enhance the words in a story (e.g., create mood, emphasize aspects of a character or setting). <input type="checkbox"/> Distinguish between literal and nonliteral language. <input type="checkbox"/> Determine the meaning of words and phrases by their context in text. <input type="checkbox"/> Identify multiple-meaning words and their uses. <input type="checkbox"/> Identify homophones, homonyms, and homographs and their uses. <input type="checkbox"/> Identify and use simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion in text. <input type="checkbox"/> Define simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion.

5. *Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.5.1: Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding. <input type="checkbox"/> ELA.8.5.2: Compare nonfiction texts and informational texts. <input type="checkbox"/> ELA.8.5.3: Discuss how culture affects point of view. <input type="checkbox"/> ELA.8.5.4: Discuss how points of view change by global perspective. <input type="checkbox"/> ELA.8.5.5: Discuss how historical events affect point of view. <input type="checkbox"/> ELA.8.5.6: Define point of view as related to a text. <input type="checkbox"/> ELA.8.5.7: Establish personal point of view and individual role pertaining to the topic. <input type="checkbox"/> ELA.8.5.8: Identify details that support a position. <input type="checkbox"/> ELA.8.5.9: Outline details that support a position using a graphic organizer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Formulate questions and express opinions after reading the required material prior to bringing them to the discussion group. <input type="checkbox"/> Read and identify information from outside readings/experiences to support a point and engage in meaningful conversation. <input type="checkbox"/> Compare nonfiction texts and informational texts. <input type="checkbox"/> Contrast informational text and functional texts. <input type="checkbox"/> Contrast fiction and nonfiction.

6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker’s rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.6.1: Explain why a speaker made rhetorical choices related to point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings. <input type="checkbox"/> ELA.8.6.2: Evaluate how a speaker's rhetorical choices developed the central and supporting ideas of the presentation. <input type="checkbox"/> ELA.8.6.3: Identify allusions within a text. <input type="checkbox"/> ELA.8.6.4: Identify comparisons within a text. <input type="checkbox"/> ELA.8.6.5: Identify analogies within a text. <input type="checkbox"/> ELA.8.6.6: Discuss the point of view an author has in a literary text. <input type="checkbox"/> ELA.8.6.7: Use graphic organizer to present information based on main ideas and supporting details. <input type="checkbox"/> ELA.8.6.8: Identify supporting details for main idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify arguments and supporting evidence within an informational text. <input type="checkbox"/> Evaluate informational text using graphic organizers or outlines. <input type="checkbox"/> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <input type="checkbox"/> Identify central and supporting ideas of a story. <input type="checkbox"/> Identify the different tones in the speaker's voice while also knowing the difference between figurative, connotative, and technical word meanings.

7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.7.1: Evaluate how an author's use of literary techniques impacts the meaning of the presentation. <input type="checkbox"/> ELA.8.7.2: Analyze how an author's use of hyperbole supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.3: Analyze how an author's use of tone supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.4: Analyze how an author's use of symbolism supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.5: Analyze how an author's use of imagery supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.6: Analyze how an author's use of mood supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.7: Analyze how an author's use of irony supports their live or recorded presentation. <input type="checkbox"/> ELA.8.7.8: Analyze how an author's use of onomatopoeia supports their live or recorded presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of how a hyperbole enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how tone enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how symbolism enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how imagery enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how mood enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how irony enhances literary text. <input type="checkbox"/> Demonstrate an understanding of how onomatopoeia enhances literary text. <input type="checkbox"/> Define hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. <input type="checkbox"/> Identify examples of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.

- 8. *Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.**
- a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.**
Examples: narratives - memoir, short story, personal narrative; techniques - dialogue, pacing, description, reflection, sequencing - chronological, reverse chronological, flashback.
- b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.**
- c. Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.8.1: Include a claim, relevant evidence, and a conclusion in argumentative writing. <input type="checkbox"/> ELA.8.8.2: Write an argument to convince a reader to act or adopt a position. <input type="checkbox"/> ELA.8.8.3: Gather evidence from credible sources to support the claim. <input type="checkbox"/> ELA.8.8.4: Acknowledge alternate or opposing claims in argumentative writing. <input type="checkbox"/> ELA.8.8.5: Write an informative or explanatory text with an organized structure and formal style that includes a focused point of view, clear purpose, credible evidence, and technical vocabulary words. <input type="checkbox"/> ELA.8.8.6: Write a narrative with a logical sequence of plot events. <input type="checkbox"/> ELA.8.8.7: Include dialogue and sensory details in narrative writing. <input type="checkbox"/> ELA.8.8.8: Incorporate narrative techniques in narrative writing, including dialogue, pacing, description, and reflection. <input type="checkbox"/> ELA.8.8.9: Write a narrative with a coherent sequence of plot events and a clear purpose. <input type="checkbox"/> ELA.8.8.10: Produce clear, coherent narrative, argumentative, and informative/explanatory writings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create clear, coherent narrative, argumentative, and informative/explanatory writing with guidance and support if needed. <input type="checkbox"/> Write according to the development, organization, style, and tone needed with guidance and support if needed. <input type="checkbox"/> Write according to task, purpose, and audience with guidance and support. <input type="checkbox"/> Write with an appropriate command of language. <input type="checkbox"/> Create a narrative with help to show understanding of narrative techniques and sequencing of events. <input type="checkbox"/> Write informative or explanatory text to convey a story with support. <input type="checkbox"/> Can use data and or relevant information along with precise vocabulary with support. <input type="checkbox"/> Write or illustrate an argument to defend a position with added support.

9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.9.1: Evaluate claims, findings, and evidence to support their discussion.<input type="checkbox"/> ELA.8.9.2: Engage in a collaborative discussion about arguments.<input type="checkbox"/> ELA.8.9.3: Use information from a source to support a discussion.<input type="checkbox"/> ELA.8.9.4: Engage in a collaborative discussion.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate an understanding of collaborative discussion by using information gathered from multiple sources with support.<input type="checkbox"/> Identify sources from which evidence may be gathered to support or refute an argument.<input type="checkbox"/> Discriminate between relevant/credible and irrelevant/untrustworthy arguments.

10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.10.1: Evaluate how prose and poetry use literary devices and elements for an intended purpose.<input type="checkbox"/> ELA.8.10.2: Describe how structure, scenes, or stanzas contribute to the overall text.<input type="checkbox"/> ELA.8.10.3: Identify various elements of drama. Examples: soliloquies, monologues, and dialogue.<input type="checkbox"/> ELA.8.10.4: Identify various types of poetry based on structure. Example: Epic, ballad, haiku, and sonnet<input type="checkbox"/> ELA.8.10.5: Identify and discuss literary devices and elements in poetry and prose.<input type="checkbox"/> ELA.8.10.6: Engage in a collaborative discussion.<input type="checkbox"/> ELA.8.10.7: Participate in discussions about prose and poetry.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate an understanding of collaborative discussions by engaging in them with support.<input type="checkbox"/> Understand basic literary devices and elements of various styles of poetry and prose.<input type="checkbox"/> Identify basic literary devices and elements of various styles of poetry and prose.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

11. *Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.11.1: Assess the subject, occasion, audience, purpose, tone, and credibility of digital sources. <input type="checkbox"/> ELA.8.11.2: Apply strategies to determine the credibility of sources of digital sources of text. <input type="checkbox"/> ELA.8.11.3: Identify the tone of digital sources of text. <input type="checkbox"/> ELA.8.11.4: Identify the purpose of digital sources of text. <input type="checkbox"/> ELA.8.11.5: Identify the audience of digital sources of text. <input type="checkbox"/> ELA.8.11.6: Identify the occasion of digital sources of text. <input type="checkbox"/> ELA.8.11.7: Identify the subject of digital sources of text. <input type="checkbox"/> ELA.8.11.8: Identify multiple forms of media and compare their effect on the explicit or implied message. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the subject, occasion, audience, purpose, and tone in a digital text. <input type="checkbox"/> Identify and describe whether a digital source is credible. <input type="checkbox"/> Compare literary elements of digital sources using charts or graphic organizers. <input type="checkbox"/> Use multiple forms of presentations to gather information. Examples: novels, graphic novels, videos, and songs.

12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.12.1: Listen and interpret various attributes of a digital source, including its subject, occasion, audience, purpose, tone, and overall credibility.<input type="checkbox"/> ELA.8.12.2: With guidance and support, interpret the language of digital sources to determine the subject, occasion, audience, purpose, and credibility.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate active listening by determining the subject, tone, and purpose of a story with help.<input type="checkbox"/> Understand occasion, audience, purpose, and tone.<input type="checkbox"/> Determine the credibility of a digital source.<input type="checkbox"/> Identify subject, occasion, audience, purpose, tone, and credibility as literary devices.

13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.13.1: Create and revise a digital text to achieve a particular tone and purpose.<input type="checkbox"/> ELA.8.13.2: Create and revise a digital text for an intended audience and occasion.<input type="checkbox"/> ELA.8.13.3: Create and revise a digital text to ensure a clear subject.<input type="checkbox"/> ELA.8.13.4: Edit digital products with attention to subject and purpose for different audiences and occasions.<input type="checkbox"/> ELA.8.13.5: Create digital products with attention to subject and purpose for different audiences and occasions.	<ul style="list-style-type: none"><input type="checkbox"/> Create and edit digital products with support.

14. Utilize digital tools and/or products to enhance meaning.

Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, clips from social media

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.14.1: Use digital tools or products, such as hashtags to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.2: Use digital tools or products, such as videos to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.3: Use digital tools or products, such as slide presentations to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.4: Use digital tools or products, such as audio clips to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.5: Use digital tools or products, such as GIFS to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.6: Use digital tools or products, such as memes to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.7: Use digital tools or products, such as social media platforms, to strategically enhance the meaning of digital texts.<input type="checkbox"/> ELA.8.14.8: Identify the subject, occasion, audience, and purpose of an oral presentation.<input type="checkbox"/> ELA.8.14.9: Introduce ideas in digital formats to enhance oral presentations.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate an understanding of how hashtags are used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how videos are used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how slide presentations are used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how audio clips are made and used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how GIFs are used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how memes are made and used as a digital tool.<input type="checkbox"/> Demonstrate an understanding of how social media can be used as a digital tool.<input type="checkbox"/> Demonstrate understanding of digital citizenship.

15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.15.1: Achieve an intended purpose and tone in a digital text.<input type="checkbox"/> ELA.8.15.2: Convey a particular idea in a digital format.<input type="checkbox"/> ELA.8.15.3: Identify the subject, occasion, audience, and purpose of an oral presentation.<input type="checkbox"/> ELA.8.15.4: Ensure that a clear subject and occasion are evident in digital writing.<input type="checkbox"/> ELA.8.15.5: Identify the subject, occasion, audience, and purpose of an oral presentation.<input type="checkbox"/> ELA.8.15.6: Introduce ideas in digital formats to enhance oral presentations.	<ul style="list-style-type: none"><input type="checkbox"/> Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.<input type="checkbox"/> Follow the guidelines or rubrics for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.<input type="checkbox"/> Retell a story or informative text using multimedia components (graphics, images, music, or sounds).

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. *Examine the use of conventions of standard English grammar and usage in writing.

a. Identify gerunds, participles, infinitives, and clauses.

b. Analyze the effects of active and passive voice and shifts in verb tense.

c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.

Learning Objectives

- ELA.8.16.1:** Demonstrate knowledge of subject-verb agreement, prepositional phrases, inverted word order, indefinite pronouns, compound subjects, correlative and coordinating conjunctions, and collective nouns.
- ELA.8.16.2:** Evaluate how phrases and clauses function in general.
- ELA.8.16.3:** Demonstrate knowledge of verbals (gerunds, participles, infinitives).
- ELA.8.16.4:** Demonstrate knowledge of active and passive voice with verbs.
- ELA.8.16.5:** Demonstrate knowledge of verb forms (indicative, imperative, interrogative, conditional, and subjunctive).
- ELA.8.16.6:** Ensure subject-verb and pronoun-antecedent agreement.
- ELA.8.16.7:** Use complete sentences when speaking and writing for class activities.
- ELA.8.16.8:** Evaluate how phrases and clauses function in general.

Prior Knowledge

- Identify the correct/incorrect usage of English grammar in writing.
- Identify infinitives and clauses with support.
- Identify the difference between active and passive voice with support.
- Demonstrate an understanding of the difference between simple, compound, complex, and compound-complex with support.

17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.
a. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.17.1: Identify the conventions of standard English capitalization, punctuation, and spelling in texts. <input type="checkbox"/> ELA.8.17.2: Identify and correct punctuation errors through peer editing. <input type="checkbox"/> ELA.8.17.3: Identify punctuation marks that are used to set off nonrestrictive and parenthetical elements in texts from a variety of genres. <input type="checkbox"/> ELA.8.17.4: Identify improper usage of commas while editing text. <input type="checkbox"/> ELA.8.17.5: Identify improper usage of apostrophes while editing text. <input type="checkbox"/> ELA.8.17.6: Identify improper usage of quotation marks while editing text. <input type="checkbox"/> ELA.8.17.7: Identify improper usage of colons while editing text. <input type="checkbox"/> ELA.8.17.8: Identify improper usage of semicolons while editing text. <input type="checkbox"/> ELA.8.17.9: Identify improper usage of hyphens and dashes while editing text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of standard grammar of capitalization, punctuation, and spelling with support. <input type="checkbox"/> Identify the difference between commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes with support.

18. Analyze a speaker’s formality of language in order to comprehend, interpret, and respond appropriately.

Examples: active/passive voice, diction, syntax

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.18.1: Distinguish between formal and informal discourse and interpret the formality of a response.<input type="checkbox"/> ELA.8.18.2: Follow the guidelines for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.<input type="checkbox"/> ELA.8.18.3: Ensure subject-verb and pronoun-antecedent agreement when speaking.<input type="checkbox"/> ELA.8.18.4: Speak in complete sentences when addressing an audience (even in one-on-one situations).<input type="checkbox"/> ELA.8.18.5: Apply active/passive voice in presentations.<input type="checkbox"/> ELA.8.18.6: Demonstrate understanding of how syntax and diction impact language.<input type="checkbox"/> ELA.8.18.7: Identify simple, compound, and complex sentences.	<ul style="list-style-type: none"><input type="checkbox"/> Listen to a speaker to determine the formality of language.<input type="checkbox"/> Listen to a speaker to comprehend for meaning.<input type="checkbox"/> Listen to a speaker to interpret meaning.<input type="checkbox"/> Listen to a speaker to respond to the message.<input type="checkbox"/> Identify the correct usage of spoken language, including subject-verb agreement and pronouns.

19. Evaluate a speaker’s rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.

Learning Objectives

- ELA.8.19.1:** Identify and describe a speaker's organizational choices, such as point of view and purpose.
- ELA.8.19.2:** Assess a speaker's organizational choices to determine the effectiveness of the presentation.
- ELA.8.19.3:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the author’s point of view and rhetoric.
- ELA.8.19.4:** Analyze how the author acknowledges and responds to conflicting evidence or viewpoints within a text.
- ELA.8.19.5:** Determine an author’s purpose within a text.
- ELA.8.19.6:** Label rhetorical devices found within a text.
- ELA.8.19.7:** Identify the author’s point of view.
- ELA.8.19.8:** Identify and describe a speaker's organizational choices, such as point of view and purpose.

Prior Knowledge

- Identify when the speaker is being rhetorical and organizational with support.

- 20. *Produce writing that shows a command of standard English grammar, usage, and mechanics.**
- a. Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays.**
 - b. Compose writing using verbs in active and passive voice to establish mood.**
 - c. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.**
 - d. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**
 - e. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods.**
 - f. Recognize and correct inappropriate shifts in verb tense.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.20.1: Revise writing to correct errors in commas, apostrophe, quotation mark, colon, and semicolon usage. <input type="checkbox"/> ELA.8.20.2: Identify the incorrect usage of commas, apostrophes, quotation marks, colons, and semicolons in writing. <input type="checkbox"/> ELA.8.20.3: Construct various types of sentences to represent the relationships among ideas, including simple sentences, compound sentences, complex sentences, and compound-complex sentences. <input type="checkbox"/> ELA.8.20.4: Embed phrases and clauses in their own writing. <input type="checkbox"/> ELA.8.20.5: Demonstrate knowledge of verbal's (gerunds, participles, infinitives). <input type="checkbox"/> ELA.8.20.6: Demonstrate knowledge of active and passive voice with verbs. <input type="checkbox"/> ELA.8.20.7: Demonstrate knowledge of verb forms (indicative, imperative, interrogative, conditional, and subjunctive). <input type="checkbox"/> ELA.8.20.8: Demonstrate an understanding of conjunctions, prepositions, interjections, verb tenses, and shifts in verb tenses. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure subject-verb and pronoun-antecedent agreement. <input type="checkbox"/> Demonstrate an understanding of pronouns, adjectives, fragments, and run-ons. <input type="checkbox"/> Demonstrate written command of standard English, grammar, usage, and mechanics. <input type="checkbox"/> Build complex sentences with support. <input type="checkbox"/> Use an active or passive voice when writing or speaking with support. <input type="checkbox"/> Revise their own writing by adding or taking away of commas, quotation marks, or apostrophes with support. <input type="checkbox"/> Build simple or complex sentences with support. <input type="checkbox"/> Use verbs in the correct context with support. <input type="checkbox"/> Can identify when a verb has been used the wrong way with support.

21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Learning Objectives

- ELA.8.21.1: Use rubric or checklist for precision and redundancy.
- ELA.8.21.2: Identify formal and informal settings.
- ELA.8.21.3: Use formal and informal language, depending on the setting.
- ELA.8.21.4: Maintain consistency in language style and tone.
- ELA.8.21.5: Select language to express ideas precisely and concisely when speaking.

Prior Knowledge

- Can identify when specific language is used in the correct format to express an idea with support

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.

Learning Objectives

- ELA.8.22.1:** Implement ethical guidelines during the research process.
- ELA.8.22.2:** With guidance and support, explain how ethical guidelines govern the process of finding and recording information from a variety of sources.
- ELA.8.22.3:** With guidance and support, summarize ethical guidelines for finding and recording information from a variety of sources.

Prior Knowledge

- Can identify ethical guidelines used when recording information from other sources with support.

23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.

Learning Objectives

- ELA.8.23.1:** Assess the relevance, reliability, and validity of information in a variety of texts.
- ELA.8.23.2:** Read a variety of texts to determine their relevance to a particular occasion.
- ELA.8.23.3:** Read a variety of texts to determine the reliability of the presented information.
- ELA.8.23.4:** Identify valid, reliable sources, and non-reliable sources.
- ELA.8.23.5:** Identify relevant and nonrelevant (essential and nonessential) information in a text.

Prior Knowledge

- Identify the difference between fiction and nonfiction writing with support.
- Analyze multiple accounts of the same event or topic.
- Differentiate between two different texts on the same topic using a tool such as graphic organizer, map, or outline.
- Identify arguments and supporting evidence within an informational text.

24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.24.1: Listen actively to determine the relevance of a speaker's ideas.<input type="checkbox"/> ELA.8.24.2: Listen actively to determine if the speaker's ideas are credible.<input type="checkbox"/> ELA.8.24.3: Identify relevant and nonrelevant (essential and nonessential) information in a text.<input type="checkbox"/> ELA.8.24.4: Use audio or audio-visual information sources to answer a question.<input type="checkbox"/> ELA.8.24.5: Contrast valid, reliable sources, and non-reliable source in a presentation.<input type="checkbox"/> ELA.8.24.6: Contrast valid, reliable sources, and non-reliable sources.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate the use of active listening skills by identifying different key points in orally presented information with support.

25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.

Examples: a day or two, a single sitting

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.25.1: Reflect on and revise their research given the occasion and time constraints.<input type="checkbox"/> ELA.8.25.2: Produce writing that contains information obtained through research.<input type="checkbox"/> ELA.8.25.3: Write about research on a topic.<input type="checkbox"/> ELA.8.25.4: Identify sources that could be used for research.<input type="checkbox"/> ELA.8.25.5: Take notes and organize information into categories.	<ul style="list-style-type: none"><input type="checkbox"/> Write following teacher guidelines.<input type="checkbox"/> Write words and sentences legibly with proper spacing.<input type="checkbox"/> Write using varied sentence structure and appropriate transition words.<input type="checkbox"/> Write complete sentences using correct capitalization, punctuation, spelling, and grammar.

26. *Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.26.1: Present research findings through writing while avoiding plagiarism. <input type="checkbox"/> ELA.8.26.2: Quote, paraphrase, and summarize information from research sources. <input type="checkbox"/> ELA.8.26.3: Appropriately use citation styles. <input type="checkbox"/> ELA.8.26.4: With guidance and support, present research findings through writing. <input type="checkbox"/> ELA.8.26.5: With guidance and support, appropriately use citation styles. <input type="checkbox"/> ELA.8.26.6: With guidance and support, quote, paraphrase, and summarize information from research sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Quote and appropriately cite researched materials. <input type="checkbox"/> Paraphrase and appropriately cite researched materials. <input type="checkbox"/> Summarize and appropriately cite researched materials.

27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.27.1: Answer questions about research findings.<input type="checkbox"/> ELA.8.27.2: Communicate relevant details, opinions, and ideas about a topic or a text in an oral presentation.<input type="checkbox"/> ELA.8.27.3: Incorporate research findings into oral presentations.<input type="checkbox"/> ELA.8.27.4: Summarize research findings and support opinions and ideas with relevant details from research.<input type="checkbox"/> ELA.8.27.5: Find research information on a topic or text.<input type="checkbox"/> ELA.8.27.6: Engage in research with the purpose of answering questions about the information.<input type="checkbox"/> ELA.8.27.7: Participate in discussions about research findings.	<ul style="list-style-type: none"><input type="checkbox"/> Identify information to answer questions about the research process with support.<input type="checkbox"/> Can participate in formal and informal discussions with support.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.

Examples: affixes, stems, Greek and Latin roots

Learning Objectives

- ELA.8.28.1:** Use word parts, connotation, and/or denotation to determine word meanings.
- ELA.8.28.2:** Use reference tools to determine word meanings.
- ELA.8.28.3:** Use word parts, context clues, connotation, and denotation to determine word meanings.
- ELA.8.28.4:** Use print and digital reference tools to determine word meanings.
- ELA.8.28.5:** Use reference tools to determine word meanings.

Prior Knowledge

- Use word parts, context clues, connotation/denotation, and/or reference tools to determine the meaning of a word.

29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.29.1: Use domain-specific words and phrases from a variety of subject based text to increase comprehension and expression for reading, writing, speaking, and listening.<input type="checkbox"/> ELA.8.29.2: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression in a variety of subject based text.<input type="checkbox"/> ELA.8.29.3: Define domain specific words accurately in a variety of subject based text.<input type="checkbox"/> ELA.8.29.4: Describe main idea and supporting details in a variety of subject based text.<input type="checkbox"/> ELA.8.29.5: Generate a definition of selected subject-specific words based on context clues in a variety of subject based text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify between science, social studies, and other academic disciplines with support.<input type="checkbox"/> Identify specific words within the specific academic disciplines.

30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.30.1: Learn the meanings of unfamiliar words through active listening in contexts such as classroom discussions, oral presentations, and digital formats.<input type="checkbox"/> ELA.8.30.2: Actively listen to infer word meaning.<input type="checkbox"/> ELA.8.30.3: Engage in purposeful, effective communication.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate active listening through effective communication with support.

31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.8.31.1: Use academic vocabulary to communicate effectively through writing.<input type="checkbox"/> ELA.8.31.2: Strategically use vocabulary to convey meaning and enhance meaning when writing.<input type="checkbox"/> ELA.8.31.3: Develop the topic with facts, definitions, and details.<input type="checkbox"/> ELA.8.31.4: Write sentences with varying sentence structures.<input type="checkbox"/> ELA.8.31.5: Identify compound, complex, and compound-complex sentences.<input type="checkbox"/> ELA.8.31.6: Write a complete sentence.<input type="checkbox"/> ELA.8.31.7: Identify different types of sentences (interrogative, declarative, imperative, and exclamatory).	<ul style="list-style-type: none"><input type="checkbox"/> Identify effective vocabulary to enhance the speaker's voice with support.

32. *Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.8.32.1: Use words and phrases intentionally given a particular audience, purpose, or situation. <input type="checkbox"/> ELA.8.32.2: Select vocabulary to create specific reactions and effects when speaking to an audience. <input type="checkbox"/> ELA.8.32.3: Incorporate conventions of formal, standard English into clear, coherent presentations. <input type="checkbox"/> ELA.8.32.4: Modify spoken language to be suitable for a particular audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify appropriate vocabulary in various classroom, digital, and real-world situations to engage in effective communication.

Grade 9

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.

Learning Objectives

- ELA.9.1.1:** Evaluate the effectiveness of the text structure in achieving the author's intended purpose.
- ELA.9.1.2:** Evaluate how an author's use of literary devices supports an interpretation of the text.
- ELA.9.1.3:** Analyze the use of literary elements and cite textual evidence.
- ELA.9.1.4:** Analyze how literary elements contribute to and/or enhance the meaning and purpose text.

Prior Knowledge

- Discuss how culture affects the author's perspective.
- Identify the cultural perspective represented in the text.
- Identify the setting, plot, characters, theme, conflict, dialogue, and point of view in prose and poetry.
- Identify the structure of an informational text.
- Identify informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings.
- Identify literary devices in literary texts, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.

2. ***Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.**
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.2.1: Evaluate the contribution of the graphic text elements to developing the author’s purpose. <input type="checkbox"/> ELA.9.2.2: Read, interpret, and use information from a graphic text to draw conclusions, defend a claim, or make decisions. <input type="checkbox"/> ELA.9.2.3: Identify graphic text elements, including point of view, purpose, comparisons, categories, and connotative, and technical word meanings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a graphic text. <input type="checkbox"/> Construct inferences about graphic texts. <input type="checkbox"/> Identify the purpose of a graphic text embedded in informational text.

3. Analyze how an author's cultural perspective influences style, language, and themes.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.3.1: Identify textual evidence in the text that supports the author's cultural perspective.<input type="checkbox"/> ELA.9.3.2: Investigate the cultural background reflected within the text.<input type="checkbox"/> ELA.9.3.3: Label different points of view of different characters or narrators found in the text.<input type="checkbox"/> ELA.9.3.4: Apply prior knowledge and personal experience to make connections to the text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the style of a text.<input type="checkbox"/> Identify the theme of a text.<input type="checkbox"/> Identify an author's point of view in a text.<input type="checkbox"/> Identify themes or central ideas that develop over the course of a text.<input type="checkbox"/> Identify textual elements and/or literary devices that support an author's cultural perspective or point of view.

4. ***Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.4.1: Cite evidence from the text to support the analysis. <input type="checkbox"/> ELA.9.4.2: Analyze how authors use characterization, connotation, denotation, figurative language, and literary elements to create and convey meaning in a variety of texts. <input type="checkbox"/> ELA.9.4.3: Explain how the author’s use of literary elements and devices affects the meaning of a text. <input type="checkbox"/> ELA.9.4.4: Identify characterization, connotation, denotations, figurative language, and literary elements in a variety of texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the difference between connotation and denotation. <input type="checkbox"/> Identify different points of view in a text. <input type="checkbox"/> Explain the difference between direct and indirect characterization.

5. *Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.5.1: Utilize text structure and content to make complex inferences and draw logical conclusions about an author's perspective. <input type="checkbox"/> ELA.9.5.2: Explain how context and organizational structure impact the theme and tone. <input type="checkbox"/> ELA.9.5.3: Identify the theme and tone of a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give examples of theme and tone. <input type="checkbox"/> Recognize and recall theme and tone. <input type="checkbox"/> Recognize organizational structures in literature (sequence, description, cause, and effect, compare and contrast, and problem and solution).

6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.6.1: Compare/contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse historical viewpoints.<input type="checkbox"/> ELA.9.6.2: Compare/contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse cultural viewpoints.<input type="checkbox"/> ELA.9.6.3: Compare/contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse global viewpoints.<input type="checkbox"/> ELA.9.6.4: Determine the perspective from which a variety of texts were written.<input type="checkbox"/> ELA.9.6.5: Identify two or more texts with the same point of view.	<ul style="list-style-type: none"><input type="checkbox"/> Identify an author's point of view in a text.<input type="checkbox"/> Discuss how historical events affect point of view.<input type="checkbox"/> Discuss how culture affects point of view.<input type="checkbox"/> Discuss how points of view are changed by the author's global perspective.<input type="checkbox"/> Define point of view as related to a text.

7. *Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.7.1: Read, analyze, and evaluate texts from subjects other than English language arts to determine the use and definition of domain-specific vocabulary. <input type="checkbox"/> ELA.9.7.2: Read, analyze, and evaluate texts from subjects other than English language arts to determine how the academic discipline organizes content. <input type="checkbox"/> ELA.9.7.3: Locate and Identify how the text of other subjects organize their content and references their domain-specific vocabulary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Give textual evidence that assists the reader in defining domain-specific words. <input type="checkbox"/> Identify domain-specific words in domain-specific texts. <input type="checkbox"/> Explain the content organization structure and characteristics of domain-specific texts.

8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.8.1: Evaluate the speaker’s organization and content to determine credibility.<input type="checkbox"/> ELA.9.8.2: Identify the speaker’s purpose and point of view by evaluating the tone, content, and non-verbal cues.<input type="checkbox"/> ELA.9.8.3: Listen to the use of domain-specific vocabulary and terminology.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the speaker’s purpose.<input type="checkbox"/> Identify the tone of a speaker.<input type="checkbox"/> Identify the organizational style of a speaker.<input type="checkbox"/> Define the meaning of organizational style.<input type="checkbox"/> Identify non-verbal cues.<input type="checkbox"/> Define non-verbal cues.<input type="checkbox"/> Demonstrate an understanding of what is meant by credibility.

9. *Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

Examples: paragraphs, constructed responses, essays

- a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.

Examples: dialogue, pacing, description, reflection

- b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.

Examples: relevant and sufficient facts, extended definitions, concrete details, quotations

- c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.

Learning Objectives

- ELA.9.9.1:** Conclude argumentative writing with a statement that follows and supports the information presented.
- ELA.9.9.2:** Gather credible evidence, facts, and use valid reasoning to write and support your claim in argumentative writing.
- ELA.9.9.3:** Incorporate evidence and credible information with proper transitions and techniques to objectively introduce and develop topics.
- ELA.9.9.4:** Write a narrative with a coherent sequence of events, establishing a clear purpose and using appropriate narrative techniques.
- ELA.9.9.5:** Demonstrate command of the written language by writing grammatically correct and using content-specific vocabulary.

Prior Knowledge

- Identify the characteristics of narrative, informative/explanatory, and argumentative texts.
- Write a narrative essay based on a personal experience.
- Establish a clear purpose for writing.
- Identify narrative techniques.
- Develop a timeline for fictional and personal narratives.
- Cite evidence from the text to support a claim.
- Identify how transitions develop the topic of a text.
- Identify the meaning of objectivity.
- Write valid arguments to support claims.
- Define argument, reasoning, validity, and fallacy.
- Assess if the reasoning is sound.
- Assess if the evidence is relevant and sufficient.

10. *Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.

Learning Objectives

- ELA.9.10.1:** Use information from multiple sources to convey credible and accurate information.
- ELA.9.10.2:** Evaluate claims, findings, reasoning, relevance, and evidence to support the discussion.
- ELA.9.10.3:** Synthesize information from multiple sources to support collaborative discussions.
- ELA.9.10.4:** Conduct research on a given topic and compile a list of sources.

Prior Knowledge

- List examples of credible sources.
- Identify examples of diverse media.
- Give examples of how to present research findings.
- Follow a style guide (MLA, APA, etc.) to cite research.

11. *Participate in collaborative discussions involving multiple perspectives, responding, and contributing with relevant evidence and commentary.

Learning Objectives

- ELA.9.11.1:** Respond appropriately to both supportive and argumentative commentary from others.
- ELA.9.11.2:** Appropriately share opinions and findings in a collaborative discussion.
- ELA.9.11.3:** Use strategies to incorporate relevant evidence to support a perspective in a collaboration discussion.
- ELA.9.11.4:** Explain the format and process for respectful, collaborative discussions.

Prior Knowledge

- Apply a format and process for respectful collaborative discussion.
- Give examples of supportive and argumentative evidence to use in a collaborative discussion.
- Recognize and know specific vocabulary: collaborative discussion, perspective, relevant information, and commentary.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

12. *Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ELA.9.12.1:** Describe the subject, occasion, audience, purpose, and tone, by providing supporting details for each.
- ELA.9.12.2:** Determine the credibility of the text.
- ELA.9.12.3:** Identify the tone of a digital text.
- ELA.9.12.4:** Identify the purpose of a digital text.
- ELA.9.12.5:** Identify the audience of a digital text.
- ELA.9.12.6:** Identify the occasion within a digital text.
- ELA.9.12.7:** Identify the subject in a digital text.

Prior Knowledge

- Identify a variety of digital text.
- Apply criteria for determining credible sources.
- Recognize subject, occasion, audience, purpose, and tone.

13. Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.13.1: Describe the subject, occasion, audience, purpose, and tone, by providing supporting details for each.<input type="checkbox"/> ELA.9.13.2: Evaluate language through active listening.<input type="checkbox"/> ELA.9.13.3: Determine the credibility of the digital audio source.<input type="checkbox"/> ELA.9.13.4: Listen to identify the tone of a digital audio source.<input type="checkbox"/> ELA.9.13.5: Listen to identify the purpose of a digital audio source.<input type="checkbox"/> ELA.9.13.6: Listen to identify the audience of a digital audio source.<input type="checkbox"/> ELA.9.13.7: Listen to identify the occasion within a digital audio source.<input type="checkbox"/> ELA.9.13.8: Listen to identify the subject in a digital audio source.	<ul style="list-style-type: none"><input type="checkbox"/> Apply criteria for determining credible sources.<input type="checkbox"/> Recognize subject, occasion, audience, purpose, and tone.<input type="checkbox"/> Identify a variety of digital audio sources.

14. Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.14.1: Edit the original digital text to address a different audience and occasion by revising the purpose and tone.<input type="checkbox"/> ELA.9.14.2: Create a digital text for the specific audience and occasion.<input type="checkbox"/> ELA.9.14.3: Identify the key components that make the text suitable for the identified purpose and audience.	<ul style="list-style-type: none"><input type="checkbox"/> Create digital text.<input type="checkbox"/> Edit digital text created by a peer.<input type="checkbox"/> Identify the intended purpose for creating digital texts.<input type="checkbox"/> Identify the intended audience for creating digital texts.<input type="checkbox"/> Identify the intended occasion for creating digital texts.

15. *Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. *Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.*

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.15.1: Rehearse the completed presentation collaboratively and offer and receive constructive feedback. <input type="checkbox"/> ELA.9.15.2: Collaboratively create a presentation that is suitable for the identified purpose, tone, and audience. <input type="checkbox"/> ELA.9.15.3: Collaboratively determine presentation components that will be necessary to achieve the desired outcome. <input type="checkbox"/> ELA.9.15.4: Identify the purpose, tone, and intended audience for the presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use conventions of effective collaborative presentations to assign roles, accomplish goals, and present effectively. <input type="checkbox"/> Distinguish between a collaborative presentation and a group presentation.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. *Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

- ELA.9.16.1:** Analyze various texts to determine how grammar and rhetorical style contribute to the meaning of a text.
- ELA.9.16.2:** Compare and contrast grammar to the rhetorical styles of different texts.
- ELA.9.16.3:** Identify an author's purpose in selecting a particular rhetorical style in various texts.

Prior Knowledge

- Explain how an author's rhetorical style changes based on the type of text.
- Identify rhetorical style in various types of texts.
- Define rhetorical style.
- Identify poetry, prose, historical, business, informational texts, and workplace documents.

17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.17.1: Respond demonstrating the appropriate formality.<input type="checkbox"/> ELA.9.17.2: Interpret the meaning of the language used.<input type="checkbox"/> ELA.9.17.3: Determine the formality of the language used.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the formality of a written text.<input type="checkbox"/> Identify the formality of a spoken text.

18. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.18.1: Compare and contrast the aesthetic, organizational choices, and rhetorical style to determine the speaker’s effectiveness.<input type="checkbox"/> ELA.9.18.2: Evaluate the aesthetic and organizational choices to determine if they support the author’s purpose and point of view.<input type="checkbox"/> ELA.9.18.3: Identify the speaker’s rhetorical style.	<ul style="list-style-type: none"><input type="checkbox"/> Determine the speaker’s point of view.<input type="checkbox"/> Determine the speaker’s purpose.<input type="checkbox"/> Identify speaker’s rhetorical choices.<input type="checkbox"/> Identify speaker’s aesthetic.<input type="checkbox"/> Identify speaker’s organizational choices.<input type="checkbox"/> Identify topic of spoken text.

19. *Apply conventions of language to communicate effectively with a target audience, including punctuation, capitalization, spelling; verb, pronoun, and modifier usage; and effective sentence structure.
- a. Exhibit stylistic consistency in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.19.1: Revise writing with particular emphasis on the proper use of various punctuation marks. <input type="checkbox"/> ELA.9.19.2: Construct various types of sentences to represent the relationships among ideas, including simple sentences, compound sentences, complex sentences, and compound-complex sentences. <input type="checkbox"/> ELA.9.19.3: Use correct verb forms for active voice and passive voice in writing. <input type="checkbox"/> ELA.9.19.4: Demonstrate written command of standard English, grammar, usage, and mechanics. <input type="checkbox"/> ELA.9.19.5: Establish an appropriate mood for the communication by selecting either active or passive voice. <input type="checkbox"/> ELA.9.19.6: Correct inappropriate shifts in verb tense in writing. <input type="checkbox"/> ELA.9.19.7: Identify inappropriate shifts in verb tense in writing. <input type="checkbox"/> ELA.9.19.8: Determine the formality of the communication. <input type="checkbox"/> ELA.9.19.9: Identify the rhetorical style that supports the purpose. <input type="checkbox"/> ELA.9.19.10: Identify communication purpose. <input type="checkbox"/> ELA.9.19.11: Identify the target audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify correct usage of punctuation, capitalization, spelling, verbs, pronouns, and modifiers, as well as effective sentence structure. <input type="checkbox"/> Write short text demonstrating consistency in style. <input type="checkbox"/> Edit short text for style consistency. <input type="checkbox"/> Determine if written text demonstrates consistency in style.

20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.20.1: Use words and phrases intentionally that is appropriate for the target audience, purpose, and rhetorical style.<input type="checkbox"/> ELA.9.20.2: Avoid wordiness and redundancy when speaking.<input type="checkbox"/> ELA.9.20.3: Use appropriate vocabulary for effective communication in multiple situations (formality).<input type="checkbox"/> ELA.9.20.4: Identify the rhetorical style of the speech.<input type="checkbox"/> ELA.9.20.5: Identify purpose of the speech.<input type="checkbox"/> ELA.9.20.6: Identify target audience.	<ul style="list-style-type: none"><input type="checkbox"/> Identify what types of speech are appropriate or inappropriate for different purposes/audiences.<input type="checkbox"/> Identify audience of speech.<input type="checkbox"/> Identify purpose of speech.<input type="checkbox"/> Demonstrate standard English grammar in speech.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

- ELA.9.21.1:** Distinguish the most useful information and decide how to best implement it to answer, solve problems, or defend a position in the most effective way.
- ELA.9.21.2:** Locate information that is both relevant and credible that supports the topic.
- ELA.9.21.3:** Read a variety of texts and determine the validity of the information.
- ELA.9.21.4:** Read a variety of texts to determine the reliability of the presented information.
- ELA.9.21.5:** Read a variety of texts to determine their relevance to a particular occasion.

Prior Knowledge

- Defend a position using the given information.
- Solve a problem, using the given information.
- Cite textual evidence to support the answer to a question.
- Answer a question using the given information.
- Determine the usefulness of the information.
- Determine the relevance of information.
- Determine the credibility of information.

22. Use a variety of search tools and research strategies.

Examples: library databases, search engines; keyword search, boolean search

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.22.1: Use various search tools and research strategies to find credible information.<input type="checkbox"/> ELA.9.22.2: Demonstrate understanding of how to determine a credible source.<input type="checkbox"/> ELA.9.22.3: Use various search tools and research strategies.<input type="checkbox"/> ELA.9.22.4: Implement ethical guidelines during the research process.	<ul style="list-style-type: none"><input type="checkbox"/> Use search tool to answer a given question.<input type="checkbox"/> Use search tool to research area of interest.<input type="checkbox"/> Identify search tools.

23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.23.1: Respond to information obtained through listening by answering questions, solving problems, or defending positions.<input type="checkbox"/> ELA.9.23.2: Assess the relevance and credibility of the presented information.<input type="checkbox"/> ELA.9.23.3: Listen actively to determine the relevance of the ideas.<input type="checkbox"/> ELA.9.23.4: Listen actively to determine if the ideas are credible.	<ul style="list-style-type: none"><input type="checkbox"/> Obtain information from an audio source.<input type="checkbox"/> Use audio sources to defend a given position.<input type="checkbox"/> Use audio sources to solve a given problem.<input type="checkbox"/> Use audio sources to answer a question.<input type="checkbox"/> Determine if information obtained from an audio source is credible.<input type="checkbox"/> Identify audio sources.

24. *Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.24.1: Reflect on and revise the research given the occasion and time constraints, and ensure it is suitable for the target audience and purpose. <input type="checkbox"/> ELA.9.24.2: Produce writing that contains information obtained through research that is clear, coherent, and demonstrates a command of the language. <input type="checkbox"/> ELA.9.24.3: Identify target audience. <input type="checkbox"/> ELA.9.24.4: Identify research purpose. <input type="checkbox"/> ELA.9.24.5: Implement ethical guidelines during the research process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what ethical research practices are. <input type="checkbox"/> Produce writing that incorporates the conventions of language.

25. Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.25.1: Quote, paraphrase, and summarize information from research sources with a correct in-text citation.<input type="checkbox"/> ELA.9.25.2: Present research findings through writing while avoiding plagiarism.<input type="checkbox"/> ELA.9.25.3: Cite sources by using the appropriate style guide (reference page, reference page, in-text citation).<input type="checkbox"/> ELA.9.25.4: Demonstrate responsible and ethical research practices.	<ul style="list-style-type: none"><input type="checkbox"/> Compare information from two sources.<input type="checkbox"/> Quote at least two sources.<input type="checkbox"/> Paraphrase information from a source.<input type="checkbox"/> Summarize information from a source.<input type="checkbox"/> Cite a source to answer a question.<input type="checkbox"/> Identify rules of a particular style guide.

26. Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.9.26.1: Reflect on and revise the research.<input type="checkbox"/> ELA.9.26.2: Appropriately cite sources when referencing, quoting, paraphrasing, and summarizing the research.<input type="checkbox"/> ELA.9.26.3: Produce clear and coherent writing that contains information obtained through research.<input type="checkbox"/> ELA.9.26.4: Conduct research and properly cite sources.<input type="checkbox"/> ELA.9.26.5: Develop a position to a topic, answer to a question, or present a solution to a problem.	<ul style="list-style-type: none"><input type="checkbox"/> Solve a stated problem using a scholarly source.<input type="checkbox"/> Write answer to research question citing a scholarly source.<input type="checkbox"/> Answer research question using a scholarly source.<input type="checkbox"/> Identify a research question or problem.<input type="checkbox"/> Identify scholarly sources.

27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.9.27.1: Reflect on and revise the research given the occasion and time constraints, and ensure it is suitable for the target audience and purpose. <input type="checkbox"/> ELA.9.27.2: Produce a presentation that contains information obtained through research that is clear, coherent, and demonstrates a command of the language. <input type="checkbox"/> ELA.9.27.3: Identify target audience. <input type="checkbox"/> ELA.9.27.4: Identify research purpose. <input type="checkbox"/> ELA.9.27.5: Implement ethical guidelines during the research process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Present research findings to target audience using standard English language and grammar. <input type="checkbox"/> Use responsible and ethical research practices to answer a given question. <input type="checkbox"/> Demonstrate understanding of responsible and ethical research practice. <input type="checkbox"/> Articulate using standard English language and grammar.

Grade 10

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.

Learning Objectives

- ELA.10.1.1:** Discuss how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores, and traditions, specifically from 1600 to the present.
- ELA.10.1.2:** Discuss how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores, and traditions.
- ELA.10.1.3:** Discuss the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts; analyze the representation of a subject or a key scene in two different media (to include British literature).
- ELA.10.1.4:** Identify how an author can use elements of the English language to influence a reader.
- ELA.10.1.5:** Identify themes across texts and within various social, cultural, and historical contexts in works of literature from the British Isles.
- ELA.10.1.6:** Identify word structure in selected vocabulary from British Literature.

Prior Knowledge

- Evaluate text based on specific criteria provided by the teacher.
- Analyze elements within complex texts.
- Read complex texts.
- Know techniques for analyzing the meaning of a text.
- Demonstrate understanding that explicit details support text.
- Demonstrate understanding that inferences support text.
- Know the strength of an analysis depends upon the relevance and thoroughness of supporting evidence.
- Know vocabulary: explicit, analysis, relevance.

2. ***Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions.**
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.2.1: Draw conclusions, defend claims, and make decisions using information learned from graphic texts. <input type="checkbox"/> ELA.10.2.2: Discuss how graphic texts from the text help draw conclusions. <input type="checkbox"/> ELA.10.2.3: Discuss how graphic texts from the text help defend a claim. <input type="checkbox"/> ELA.10.2.4: Discuss data from two or more graphic texts to make decisions along with information from the text. <input type="checkbox"/> ELA.10.2.5: Use data from graphic texts to draw conclusions. <input type="checkbox"/> ELA.10.2.6: Use data from graphic texts to defend a claim. <input type="checkbox"/> ELA.10.2.7: Use data from graphic texts to make decisions along with information from text. <input type="checkbox"/> ELA.10.2.8: Identify information presented in graphic form within the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Know the qualities of an objective summary. <input type="checkbox"/> Demonstrate understanding that themes or central ideas are throughout a text. <input type="checkbox"/> Know texts use details to develop, shape, and refine the meaning.

3. Analyze how an author's cultural perspective influences style, language, and themes.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.3.1: Analyze how an author's cultural perspective influenced the style, language, and theme of their work.<input type="checkbox"/> ELA.10.3.2: Identify the style, language, and theme of the text.<input type="checkbox"/> ELA.10.3.3: Discuss how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.<input type="checkbox"/> ELA.10.3.4: Discuss how cultural background can influence text.<input type="checkbox"/> ELA.10.3.5: Apply prior knowledge and personal experience to make connections to the text.	<ul style="list-style-type: none"><input type="checkbox"/> Know the qualities of an objective summary.<input type="checkbox"/> Know themes or central ideas develop over the course of a text.<input type="checkbox"/> Know texts use details to develop, shape, and refine the meaning.

4. *Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.4.1: Identify characterization, connotation, denotation, figurative language, literary elements, and point of view in a variety of texts. <input type="checkbox"/> ELA.10.4.2: Analyze how an author's use of literary devices supports an interpretation of the text. <input type="checkbox"/> ELA.10.4.3: Identify the setting, plot, characters, theme, internal and external conflict, dialogue, and point of view in a literary text. <input type="checkbox"/> ELA.10.4.4: Analyze how literary elements contribute to the meaning and purpose of a literary text. <input type="checkbox"/> ELA.10.4.5: Support the analysis of literary elements with textual evidence. <input type="checkbox"/> ELA.10.4.6: Identify literary devices in literary texts, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion. <input type="checkbox"/> ELA.10.4.7: Cite evidence from the text to support their analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the difference between connotation and denotation. <input type="checkbox"/> Identify different points of view in a text. <input type="checkbox"/> Explain the difference between direct and indirect characterization.

5. *Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.5.1: Identify how the author’s use of context and language structures conveys intent and viewpoint. <input type="checkbox"/> ELA.10.5.2: Identify the language choices and devices that authors use to convey meaning (rhetorical question, sarcasm, satire, parallelism, connotation/denotation, pun, irony, tone, dialect, diction, and figurative language). <input type="checkbox"/> ELA.10.5.3: Locate the theme, tone, and meaning in texts from multiple genres. <input type="checkbox"/> ELA.10.5.4: Locate structural and organizational details in texts from multiple genres. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the structure and content of the text. <input type="checkbox"/> Utilize text structure and content to make complex inferences and draw logical conclusions about an author's perspective. <input type="checkbox"/> Identify the theme, tone, and meaning of the written work. <input type="checkbox"/> Explain how different organizational structures contribute to the meaning of a text. <input type="checkbox"/> Give an example of a theme in a text. <input type="checkbox"/> Identify the tone in a text.

6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.6.1: Discuss perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse historical viewpoints. <input type="checkbox"/> ELA.10.6.2: Discuss perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse cultural viewpoints. <input type="checkbox"/> ELA.10.6.3: Discuss perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse global viewpoints. <input type="checkbox"/> ELA.10.6.4: Identify the subject matter, theme, form, language, development, and purpose of literary works. <input type="checkbox"/> ELA.10.6.5: Identify two or more texts on the same topic or with similar themes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contrast informational text and functional texts. <input type="checkbox"/> Compare fiction and nonfiction texts. <input type="checkbox"/> Compare nonfiction texts and informational texts. <input type="checkbox"/> Define point of view as related to the text. <input type="checkbox"/> Discuss how historical events affect point of view. <input type="checkbox"/> Discuss how culture affects point of view. <input type="checkbox"/> Discuss how points of view change by the author’s global perspective. <input type="checkbox"/> Define point of view as related to a text.

7. *Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.7.1: Define central ideas, theme, complex analysis, and summary in a variety of subject-based texts. <input type="checkbox"/> ELA.10.7.2: Describe the main idea and supporting details in a variety of subject-based texts. <input type="checkbox"/> ELA.10.7.3: Summarize the selection objectively from a variety of subject-based texts. <input type="checkbox"/> ELA.10.7.4: Identify components of the organizational structure of essays in a variety of subject-based texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify domain-specific words in non-ELA texts. <input type="checkbox"/> Explain the content organization structure and characteristics of non-ELA texts.

8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.8.1: Listen actively to a speaker to evaluate the tone, organization, and content of spoken language. <input type="checkbox"/> ELA.10.8.2: Evaluate a speaker's nonverbal cues. <input type="checkbox"/> ELA.10.8.3: Listen actively to determine the credibility of a speaker and the purpose of the presentation. <input type="checkbox"/> ELA.10.8.4: Identify narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance meaning. <input type="checkbox"/> ELA.10.8.5: Demonstrate knowledge of persuasive/argumentative, reflective, interpretive, or analytical writing. <input type="checkbox"/> ELA.10.8.6: Determine the best information to support a position/argument. <input type="checkbox"/> ELA.10.8.7: Apply strategies to identify credible, current research and expert opinions to support a position/argument. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the speaker's purpose. <input type="checkbox"/> Identify the tone of a speaker. <input type="checkbox"/> Define tone as related to a speaker. <input type="checkbox"/> Identify the organizational style of a speaker. <input type="checkbox"/> Define the meaning of organizational style. <input type="checkbox"/> Identify content by answering basic comprehension questions. <input type="checkbox"/> Identify non-verbal cues. <input type="checkbox"/> Define non-verbal cues. <input type="checkbox"/> Demonstrate an understanding of what is meant by credibility. <input type="checkbox"/> Identify the speaker. <input type="checkbox"/> Present as an active listener.

9. *Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

Examples: paragraphs, constructed responses, essays

a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.

Examples: dialogue, pacing, description, reflection; chronological order, reverse chronological order, flashbacks

b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.

Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic

c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.9.1: Write an informative or explanatory text with an organized structure and formal style that develops the topic and utilizes appropriate transitions, credible information or data, and technical vocabulary words. <input type="checkbox"/> ELA.10.9.2: Identify the purpose of writing as persuasive/argumentative, reflective, interpretive, or analytical. <input type="checkbox"/> ELA.10.9.3: Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> ELA.10.9.4: Identify counterclaims and use counterarguments. <input type="checkbox"/> ELA.10.9.5: Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> ELA.10.9.6: Incorporate narrative techniques in their narrative writing, including dialogue, pacing, description, and reflection. <input type="checkbox"/> ELA.10.9.7: Produce clear, coherent narrative, argument, and informative/explanatory writings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the writing task, the purpose of writing, and the intended audience to appropriately adapt the development, organization, style, and tone of the writing. <input type="checkbox"/> Write a narrative with a coherent sequence of plot events and a clear purpose. <input type="checkbox"/> Write a short memoir about a personal experience. <input type="checkbox"/> Draft a narrative essay based on a personal experience. <input type="checkbox"/> Establish a clear purpose for writing. <input type="checkbox"/> List narrative techniques. <input type="checkbox"/> Identify narrative techniques. <input type="checkbox"/> Develop a timeline for a fictional narrative. <input type="checkbox"/> Develop a timeline of a personal event. <input type="checkbox"/> Put events of a story in chronological order. <input type="checkbox"/> Explain how an author uses reasons and evidence to support points in informational text.

10. *Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.10.1: Present research findings to peers in formal and informal contexts. <input type="checkbox"/> ELA.10.10.2: Discern credible and accurate sources from a variety of sources. <input type="checkbox"/> ELA.10.10.3: Evaluate information from multiple sources to support collaborative discussions. <input type="checkbox"/> ELA.10.10.4: Discuss claims, findings, reasoning, relevance, and evidence to support their discussion. <input type="checkbox"/> ELA.10.10.5: Engage in a collaborative discussion about research findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> List examples of credible sources. <input type="checkbox"/> Identify examples of diverse media. <input type="checkbox"/> Give examples of how to present research findings.

11. *Participate in collaborative discussions involving multiple perspectives, responding, and contributing with relevant evidence and commentary.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.11.1: Evaluate how prose and poetry use literary devices and elements for an intended purpose. <input type="checkbox"/> ELA.10.11.2: Use evidence to support perspectives in a collaborative discussion. <input type="checkbox"/> ELA.10.11.3: Participate in a class discussion in a respectful and collaborative environment. <input type="checkbox"/> ELA.10.11.4: Evaluate how prose and poetry use literary devices and elements for an intended purpose. <input type="checkbox"/> ELA.10.11.5: Identify and discuss literary devices and elements in poetry and prose. <input type="checkbox"/> ELA.10.11.6: Participate in coherent and collaborative discussions about prose and poetry. 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply a format and process for respectful collaborative discussion. <input type="checkbox"/> Give examples of supportive evidence to use in a collaborative discussion.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

12. *Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ELA.10.12.1:** Evaluate the effectiveness of a digital text's subject, occasion, audience, purpose, tone, and credibility.
- ELA.10.12.2:** Discuss the subject, occasion, audience, purpose, tone, and credibility of digital texts in a discussion.
- ELA.10.12.3:** Identify the tone of a digital text.
- ELA.10.12.4:** Identify the purpose of a digital text.
- ELA.10.12.5:** Identify the audience of a digital text.
- ELA.10.12.6:** Identify the occasion within a digital text.
- ELA.10.12.7:** Identify the subject in a digital text.

Prior Knowledge

- Identify a digital text.
- Apply criteria for determining credible sources.
- Recognize the subject, occasion, audience, purpose, and tone in a digital text.

13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.13.1: Listen and interpret the subject of a digital source, including its occasion, audience, purpose, tone, and overall credibility.<input type="checkbox"/> ELA.10.13.2: Listen and interpret the tone of a digital audio source.<input type="checkbox"/> ELA.10.13.3: Listen and interpret the purpose of a digital audio source.<input type="checkbox"/> ELA.10.13.4: Listen and interpret the audience of a digital audio source.<input type="checkbox"/> ELA.10.13.5: Listen and interpret the occasion of a digital audio source.<input type="checkbox"/> ELA.10.13.6: Listen and interpret the subject of a digital audio source.<input type="checkbox"/> ELA.10.13.7: Evaluate language through active listening.	<ul style="list-style-type: none"><input type="checkbox"/> Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.

14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.14.1: Create and revise a digital text to ensure a clear subject.<input type="checkbox"/> ELA.10.14.2: Create and revise a digital text for an intended audience and occasion.<input type="checkbox"/> ELA.10.14.3: Create and revise a digital text to achieve a particular tone and purpose.<input type="checkbox"/> ELA.10.14.4: Create and edit a digital text for an intended audience and occasion.<input type="checkbox"/> ELA.10.14.5: Create and edit a digital text to achieve a particular tone and purpose.	<ul style="list-style-type: none"><input type="checkbox"/> Deconstruct and analyze the elements of a variety of media including images, sound, and animation.<input type="checkbox"/> Identify elements of media literacy: authorship, format, audience, content, and purpose in various literary texts.<input type="checkbox"/> Retell a story or informative text using multimedia components (graphics, images, music, or sounds).

15. *Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.15.1: Adjust audience, purpose, tone, and occasion as required for academic presentations. <input type="checkbox"/> ELA.10.15.2: Collaborate to create an academic presentation. <input type="checkbox"/> ELA.10.15.3: Create for an intended purpose and tone in a digital text. <input type="checkbox"/> ELA.10.15.4: Ensure that a clear subject and occasion are evident in digital writing. <input type="checkbox"/> ELA.10.15.5: Deliver a particular idea in a digital format. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rehearse both alone and with a coach. <input type="checkbox"/> Use a rubric or checklist to evaluate presentations. <input type="checkbox"/> Distinguish between a collaborative presentation and a group presentation.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. *Interpret how an author's grammar and rhetorical style contribute to the meaning in both fictions, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.16.1: Interpret how an author's rhetorical style contributes to the meaning of the text in multiple genres. <input type="checkbox"/> ELA.10.16.2: Interpret how an author's use of grammar contributes to the meaning of a text in multiple genres. <input type="checkbox"/> ELA.10.16.3: Explain how using diverse types of statements of questions can indicate differing relationships among ideas in a text. <input type="checkbox"/> ELA.10.16.4: Identify diverse types of statements and questions to determine the relationship of ideas in a text. <input type="checkbox"/> ELA.10.16.5: Recognize shifts in verb tense related to active and passive voice. <input type="checkbox"/> ELA.10.16.6: Analyze the effect of active and passive voice in written text. <input type="checkbox"/> ELA.10.16.7: Examine the conventions of standard English grammar and usage in written text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify poetry, prose, historical, business, informational texts, and workplace documents. <input type="checkbox"/> Explain how an author's rhetorical style changes based on the type of text. <input type="checkbox"/> Discuss how an author's use of diagram sentences with phrases and clauses and how it contributes to the meaning. <input type="checkbox"/> Discuss how an author's use of singular verbs with singular subjects and plural verbs with plural subjects. <input type="checkbox"/> Discuss how an author uses singular pronouns to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent. <input type="checkbox"/> Discuss how an author's use of objective pronouns in prepositional phrases with compound objects. <input type="checkbox"/> Discuss how an author's use of tense (present, past, future) throughout an entire paragraph or text. <input type="checkbox"/> Discuss how an author's use of comparative and superlative adjectives. <input type="checkbox"/> Discuss how an author's use of comparative and superlative adverbs.

17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.17.1: Listen to a speaker to comprehend for meaning.<input type="checkbox"/> ELA.10.17.2: Listen to a speaker to interpret meaning.<input type="checkbox"/> ELA.10.17.3: Listen to a speaker to respond to the message.<input type="checkbox"/> ELA.10.17.4: Listen to a speaker to determine the formality of language.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate knowledge of the subject-verb agreement, prepositional phrases, inverted word order, indefinite pronouns, compound subjects, correlative and coordinating conjunctions, and collective nouns.<input type="checkbox"/> Demonstrate knowledge of verbals (gerunds, participles, infinitives).<input type="checkbox"/> Demonstrate knowledge of active and passive voice with verbs.<input type="checkbox"/> Demonstrate knowledge of verb forms (indicative, imperative, interrogative, conditional, and subjunctive).<input type="checkbox"/> Ensure subject-verb and pronoun-antecedent agreement.<input type="checkbox"/> Use complete sentences when speaking and writing for class activities.

18. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.

Examples: Analyze Mahatma Gandhi’s “Quit India” speech. Analyze “The Appeal of 18 June” by Charles de Gaulle.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.18.1: Evaluate a speaker's rhetorical and organizational choices to determine the effectiveness of the presentation.<input type="checkbox"/> ELA.10.18.2: Identify and describe a speaker's rhetorical and organizational choices, such as point of view and purpose.<input type="checkbox"/> ELA.10.18.3: Discuss a speaker's rhetorical, aesthetic, and organizational choices.	<ul style="list-style-type: none"><input type="checkbox"/> Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.<input type="checkbox"/> Follow the guidelines or rubrics for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.<input type="checkbox"/> Retell a story or informative text using multimedia components (graphics, images, music, or sounds).

19. ***Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.**
 a. Exhibit stylistic consistency in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.19.1: Correctly construct verbals in various forms of writing. <input type="checkbox"/> ELA.10.19.2: Use correct verb forms for active voice and passive voice in writing. <input type="checkbox"/> ELA.10.19.3: Identify inappropriate shifts in verb tense in writing. <input type="checkbox"/> ELA.10.19.4: Construct diverse types of sentences utilizing pronouns in compound sentences, complex sentences, and compound-complex sentences. <input type="checkbox"/> ELA.10.19.5: Identify inappropriate shifts in verb tense in writing. <input type="checkbox"/> ELA.10.19.6: Demonstrate written command of standard English, grammar, usage, and mechanics. <input type="checkbox"/> ELA.10.19.7: Utilize the conventions of language to communicate effectively with a variety of audiences. <input type="checkbox"/> ELA.10.19.8: Maintain consistency in writing style throughout a writing project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify correct usage of punctuation, capitalization, spelling, verbs, pronouns, and modifiers, as well as effective sentence structure. <input type="checkbox"/> Include an appropriate introduction and conclusion. <input type="checkbox"/> Sustain a formal style when appropriate. <input type="checkbox"/> Use a written expression to draft and revise compositions with attention to voice, tone, selection of information, embedded phrases and clauses that clarify meaning, vivid and precise vocabulary, figurative language, and sentence variety. <input type="checkbox"/> Recognize terms illustrative of tone in mentor texts and student writing. <input type="checkbox"/> Apply revising procedures in peer and self-review, including rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise. <input type="checkbox"/> Revise drafts for improvement using teacher assistance, peer collaboration, and growing independence. <input type="checkbox"/> Vary sentence structure by using coordinating conjunctions. <input type="checkbox"/> Use subordinating conjunctions to form complex sentences. <input type="checkbox"/> Incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to coordination, subordination, and modifier.

20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.20.1: Adapt spoken language to the purpose and audience in a variety of situations.<input type="checkbox"/> ELA.10.20.2: Incorporate conventions of standard, formal English into academic and personal speech and oral presentations.<input type="checkbox"/> ELA.10.20.3: Use appropriate vocabulary for effective communication for multiple situations.<input type="checkbox"/> ELA.10.20.4: Avoid wordiness and redundancy when speaking.<input type="checkbox"/> ELA.10.20.5: Select language to express ideas precisely and concisely when speaking.	<ul style="list-style-type: none"><input type="checkbox"/> Adapt speech to purpose.<input type="checkbox"/> Adapt speech to audience.<input type="checkbox"/> Identify audience of speech.<input type="checkbox"/> Identify purpose of speech.<input type="checkbox"/> Identify context of speech.<input type="checkbox"/> Demonstrate standard English grammar in speech.<input type="checkbox"/> Identify appropriateness of spoken language sample.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

- ELA.10.21.1:** Use research findings to answer a question, solve a problem, or defend a position.
- ELA.10.21.2:** Determine the usefulness, relevance, and credibility of a research source.
- ELA.10.21.3:** Locate useful, relevant, and credible information in the research process.
- ELA.10.21.4:** Read a variety of texts and determine the validity of the information.
- ELA.10.21.5:** Read a variety of texts to determine their relevance to a particular occasion.
- ELA.10.21.6:** Read a variety of texts to determine the reliability of the presented information.
- ELA.10.21.7:** Read a variety of texts to determine their relevance to a particular occasion.

Prior Knowledge

- Defend a position using given information.
- Solve a problem, using given information.
- Cite textual evidence to support the answer to a question.
- Answer a question using given information.
- Determine usefulness of information.
- Determine relevance of information.
- Determine the credibility of information.

22. Use a variety of search tools and research strategies to locate credible sources.

Examples: library databases, search engines; keyword search, boolean search

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.22.1: Use various search tools and research strategies to find credible information.<input type="checkbox"/> ELA.10.22.2: Demonstrate understanding of how to determine a credible source.<input type="checkbox"/> ELA.10.22.3: Use various search tools and research strategies.	<ul style="list-style-type: none"><input type="checkbox"/> Use search tool to answer a given question.<input type="checkbox"/> Use search tool to research area of interest.<input type="checkbox"/> Identify search tools.

23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.23.1: Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes using images, sound, or animation.<input type="checkbox"/> ELA.10.23.2: Assess the relevance and credibility of orally presented information.<input type="checkbox"/> ELA.10.23.3: Assess the credibility of information from an audio source.<input type="checkbox"/> ELA.10.23.4: Respond to information obtained through listening by answering a question, solving a problem, or defending a position.<input type="checkbox"/> ELA.10.23.5: Deconstruct and analyze the elements of a variety of media including images, sound, and animation.<input type="checkbox"/> ELA.10.23.6: Evaluate media messages for content, intent, and impact.<input type="checkbox"/> ELA.10.23.7: Analyze and critique how media reach the targeted audience for specific purposes.	<ul style="list-style-type: none"><input type="checkbox"/> Listen actively to determine the relevance of a speaker's ideas.<input type="checkbox"/> Listen actively to determine if the speaker's ideas are credible.<input type="checkbox"/> Assess the relevance and credibility of orally presented information.<input type="checkbox"/> Respond to information obtained through listening by answering a question, solving a problem, or defending a position.

24. *Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.24.1: Write clear, coherent documents using responsible and ethical research practices. <input type="checkbox"/> ELA.10.24.2: Produce writing that contains information obtained through research. <input type="checkbox"/> ELA.10.24.3: Apply ethical guidelines to a variety of sources during the research process. <input type="checkbox"/> ELA.10.24.4: Incorporate conventions of formal, standard English into clear, coherent writing products. <input type="checkbox"/> ELA.10.24.5: Modify writing to be suitable for a particular audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what ethical research practices are. <input type="checkbox"/> Produce writing that incorporates the conventions of language. <input type="checkbox"/> Reflect on and revise research given the occasion and time constraints.

25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.10.25.1: Quote, paraphrase, and summarize information from research sources.<input type="checkbox"/> ELA.10.25.2: Integrate research information from at least two sources into a writing product.<input type="checkbox"/> ELA.10.25.3: Cite sources by using an appropriate style guide.<input type="checkbox"/> Identify rules of a particular style guide.<input type="checkbox"/> ELA.10.25.4: Present research findings through writing while avoiding plagiarism.<input type="checkbox"/> ELA.10.25.5: Demonstrate responsible and ethical research practices.	<ul style="list-style-type: none"><input type="checkbox"/> Compare information from two sources.<input type="checkbox"/> Quote at least two sources.<input type="checkbox"/> Paraphrase information from source.<input type="checkbox"/> Summarize information from source.<input type="checkbox"/> Cite a source to answer a question.

26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.26.1: Write an answer to a research question citing scholarly source demonstrating a clear position on a topic. <input type="checkbox"/> ELA.10.26.2: Write an answer to a research question citing a non-scholarly source demonstrating a clear position on a topic. <input type="checkbox"/> ELA.10.26.3: Incorporate information from at least one scholarly source into a written document. <input type="checkbox"/> ELA.10.26.4: Incorporate information from at least one non-scholarly source into a written document. <input type="checkbox"/> ELA.10.26.5: Answer research question using scholarly source. <input type="checkbox"/> ELA.10.26.6: Answer research question using a non-scholarly source. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a research question. <input type="checkbox"/> Identify a clear position on a topic. <input type="checkbox"/> Identify a scholarly source. <input type="checkbox"/> Quote, paraphrase, and summarize information from research sources. <input type="checkbox"/> Present research findings through writing while avoiding plagiarism. <input type="checkbox"/> Appropriately use citation styles.

27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.10.27.1: Present clear, coherent products using responsible and ethical research practices. <input type="checkbox"/> ELA.10.27.2: Incorporate conventions of formal, standard English into clear, coherent presentations. <input type="checkbox"/> ELA.10.27.3: Modify spoken language to be suitable for a particular audience and purpose. <input type="checkbox"/> ELA.10.27.4: Synthesize research information from a variety of sources. <input type="checkbox"/> ELA.10.27.5: Present research findings, to target audience, using standard English language and grammar. <input type="checkbox"/> ELA.10.27.6: Incorporate research findings into oral presentations. <input type="checkbox"/> ELA.10.27.7: Use responsible and ethical research practices to answer a given question. <input type="checkbox"/> ELA.10.27.8: Demonstrate understanding of responsible and ethical research practice. <input type="checkbox"/> ELA.10.27.9: Engage in research with the purpose of answering questions about the information. <input type="checkbox"/> ELA.10.27.10: Participate in discussions about research findings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate using standard English language and grammar. <input type="checkbox"/> Identify target audience. <input type="checkbox"/> Identify purpose of research. <input type="checkbox"/> Participate in discussions. <input type="checkbox"/> Demonstrate grade-appropriate command of language in speech.

Grade 11

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.

Learning Objectives

- ELA.11.1.1:** Understand and explain how a story might be different if told through a different point of view or character's perspective.
- ELA.11.1.2:** Evaluate text based on specific criteria provided by the teacher.
- ELA.11.1.3:** Analyze elements within complex texts.
- ELA.11.1.4:** Read complex texts.
- ELA.11.1.5:** Understand the elements of American literature.
- ELA.11.1.6:** Rewrite a section of a story or a story from another point of view (1st vs. 3rd) or another character (1st vs. 1st).

Prior Knowledge

- Understand points of view.
- Understand the difference between characters and narrators.
- Understand that the character can be a narrator.
- Understand how to identify who the narrator is.
- Understand how stories can be told by characters or narrators (and how a character can also be a narrator).
- Understand how the point of view can affect stories and how we learn specific details only because of the point of view used.
- Understand how an outside narrator can have limited information or more information than a character who is narrating.
- Recognize situations that may cause a character to be biased in his or her retelling of a story.
- Understand and recognize that stories written from 1st person point of view can be told through multiple perspectives.
- Understand how to compare and contrast the same story or event told through various points of view and/or perspectives.
- Demonstrate the ability to tell the difference between when the narrator is narrating and when a character is speaking through dialogue.
- Understand cultural perspectives.

2. ***Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.**
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

Learning Objectives

Prior Knowledge

- ELA.11.2.1:** Analyze information presented in graphic texts.
- ELA.11.2.2:** Draw conclusions, defend claims, and make decisions using information learned from a graphic text.
- ELA.11.2.3:** Identity information presented in graphic texts.

- Compare multiple graphic texts to identify similarities and differences.
- Recognize different graphic texts.

3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><li data-bbox="111 250 1024 321">❑ ELA.11.3.1: Analyze how an author's cultural perspective influenced their work's style, language, and theme.<li data-bbox="111 329 961 401">❑ ELA.11.3.2: Analyze the use of dramatic conventions of various cultural perspectives in American literature.<li data-bbox="111 409 930 440">❑ ELA.11.3.3: Identify the style, language, and theme of a text.	<ul style="list-style-type: none"><li data-bbox="1073 250 1955 321">❑ Analyze how context and language structures convey an author's intent and viewpoint.<li data-bbox="1073 329 1934 436">❑ Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.<li data-bbox="1073 444 1990 516">❑ Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.<li data-bbox="1073 524 1990 596">❑ Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.<li data-bbox="1073 604 1934 675">❑ Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).<li data-bbox="1073 683 1906 706">❑ Compare/contrast literary and informational nonfiction texts.

4. *Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.4.1: Analyze how characterization, connotation, denotation, figurative language, literary elements, and point of view creates and conveys meaning in a variety of texts. <input type="checkbox"/> ELA.11.4.2: Interpret how characterization, connotation, denotation, figurative language, literary elements, and point of view creates and conveys meaning in a variety of texts. <input type="checkbox"/> ELA.11.4.3: Identify characterization, connotation, denotation, figurative language, literary elements, and point of view in a variety of texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize, understand, use, and explain the impact of figurative language including simile, metaphor, personification, and hyperbole. <input type="checkbox"/> Distinguish among the connotations of words with similar denotations. <input type="checkbox"/> Recognize that synonyms may have different connotations (e.g., elderly, and mature; youthful and juvenile, inexpensive and cheap). <input type="checkbox"/> Identify and distinguish between first- and third-person point-of-view. <input type="checkbox"/> Distinguish between narrative prose and poetic forms, including haiku, limerick, ballad, free verse, couplet, and quatrain. <input type="checkbox"/> Differentiate between a variety of fictional genres including short stories, novels, and drama. <input type="checkbox"/> Determine the theme(s) of a text and analyze its development over the course of the text. <input type="checkbox"/> Provide an objective summary of the text. <input type="checkbox"/> Analyze an author’s choice and use of literary devices, including foreshadowing and irony. <input type="checkbox"/> Analyze elements of an author’s style. <input type="checkbox"/> Recognize and analyze the impact of an author’s choice of sound devices. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, and making inferences. <input type="checkbox"/> Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.5.1: Identify the theme, tone, and meaning of written work. <input type="checkbox"/> ELA.11.5.2: Analyze the impact of context and organizational structure on the theme, tone, and meaning of written work. <input type="checkbox"/> ELA.11.5.3: Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> ELA.11.5.4: Describe the language choices and devices that authors use including, but not limited to, rhetorical questions; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> ELA.11.5.5: Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> ELA.11.5.6: Describe how the use of context and language structures conveys an author's intent and viewpoint. <input type="checkbox"/> ELA.11.5.7: Identify the theme, tone, and meaning of written work. <input type="checkbox"/> ELA.11.5.8: Recognize multimodal texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Differentiate archetypes that are common in American literature, including, but not limited to, hero/heroine; trickster; outsider/outcast; shrew; rebel; a misfit; scapegoat. <input type="checkbox"/> Analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including, but not limited to, The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Analyze the point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. <input type="checkbox"/> Compare how poems of the same form use elements—sound, figurative language, imagery, symbols, and allusions—differently to convey meaning. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences.

6. *Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.6.1: Analyze how an author's cultural perspective influenced the style, language, and theme of their work. <input type="checkbox"/> ELA.11.6.2: Analyze the impact of context and organizational structure on the theme, tone, and meaning of written work. <input type="checkbox"/> ELA.11.6.3: Analyze how characterization, connotation, denotation, figurative language, literary elements, and point of view creates and conveys meaning in a variety of texts. <input type="checkbox"/> ELA.11.6.4: Identify characterization, connotation, denotation, figurative language, literary elements, and point of view in a variety of texts. <input type="checkbox"/> ELA.11.6.5: Identify the theme, tone, and meaning of written work. <input type="checkbox"/> ELA.11.6.6: Identify the style, language, and theme of a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze texts to identify the author’s viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Describe how the use of context and language structures conveys an author’s intent and viewpoint. <input type="checkbox"/> Use prior reading knowledge and other studies to identify and explain the meaning of literary and classical allusions. <input type="checkbox"/> Demonstrate understanding of figurative language, word relationships, and connotations in word meanings. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Compare and contrast a variety of literary works from different cultures and eras, including, but not limited to, short stories, poems, plays, novels, essays, and literary nonfiction. <input type="checkbox"/> Explain similarities and differences among literary genres from different cultures, such as including, but not limited to, sonnets, myths, novels, graphic novels, and short stories. <input type="checkbox"/> Analyze the different character roles in literary texts (e.g., foil, tragic hero). <input type="checkbox"/> Analyze how indirect characterization reveal(s) nuances of character and advances the plot. <input type="checkbox"/> Describe common archetypes that pervade literature including, but not limited to, hero/heroine; trickster; outsider/outcast; rugged individualist; shrew/vampiric male; innocent; caretaker; rebel; a misfit; scapegoat; lonely orphan. <input type="checkbox"/> Examine a literary selection from several different critical perspectives. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes.

7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.7.1: Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> ELA.11.7.2: Compare and contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts. <input type="checkbox"/> ELA.11.7.3: Compare and contrast diverse historical, cultural, and global viewpoints demonstrated in a variety of texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes and issues within and across texts related to differentiate archetypes that are common in American literature, including, but not limited to, hero/heroine; trickster; outsider/outcast; shrew; rebel; a misfit; scapegoat. <input type="checkbox"/> Describe how the use of context and language structures conveys an author’s intent and viewpoint. <input type="checkbox"/> Analyze the point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Describe the language choices and devices that authors use including, but not limited to, rhetorical questions; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes.

8. *Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.8.1: Read, analyze, and evaluate texts from subjects other than English language arts to determine the use of domain-specific vocabulary. <input type="checkbox"/> ELA.11.8.2: Read, analyze, and evaluate texts from subjects other than English language arts to determine how the academic discipline organizes content. <input type="checkbox"/> ELA.11.8.3: Analyze how a variety of logical arguments could reach conflicting conclusions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activate background knowledge to understand handbooks and manuals. <input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze and use a variety of persuasive techniques and rhetorical devices including, but not limited to, ethos, pathos, logos, claims/counterclaims, false premises, ad hominem arguments, begging the question, strawman, etc. <input type="checkbox"/> Organize and synthesize information from paired texts while maintaining the intended purpose of each. <input type="checkbox"/> Analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including, but not limited to, ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement. <input type="checkbox"/> Identify different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions. <input type="checkbox"/> Compare and contrast how complex texts treat the same topics. <input type="checkbox"/> Evaluate the relevance and quality of evidence used to support a claim and address a counterclaim. <input type="checkbox"/> Analyze and identify false premises that intentionally manipulate audiences.

9. Follow instructions in technical materials to complete a specific task.

Example: Read and follow instructions for formatting a document.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.9.1: Identify and analyze information presented in graphic texts.<input type="checkbox"/> ELA.11.9.2: Read, analyze, and evaluate texts from subjects other than English language arts to determine the use of domain-specific vocabulary.<input type="checkbox"/> ELA.11.9.3: Read, analyze, and evaluate texts from subjects other than English language arts to determine how the academic discipline organizes content.	<ul style="list-style-type: none"><input type="checkbox"/> Activate background knowledge to understand handbooks and manuals.<input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines to clarify understandings of concepts.<input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.<input type="checkbox"/> Organize and synthesize information from paired texts while maintaining the intended purpose of each.<input type="checkbox"/> Identify different formats and purposes of informational and technical texts.<input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions.<input type="checkbox"/> Compare and contrast how complex texts treat the same topics.

10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.10.1: Evaluate a speaker's nonverbal cues.<input type="checkbox"/> ELA.11.10.2: Listen actively to a speaker to evaluate the tone, organization, and content of spoken language.<input type="checkbox"/> ELA.11.10.3: Listen actively to determine the credibility of a speaker and the purpose of the presentation.	<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate knowledge of persuasive/argumentative, reflective, interpretive, or analytical writing.<input type="checkbox"/> Identify narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance meaning.<input type="checkbox"/> Consider whether the claim is logical, meaningful, and expresses a position in an argument.<input type="checkbox"/> Identify phrases and clauses for sentence variety.<input type="checkbox"/> Determine the best information to support a position/argument.<input type="checkbox"/> Apply strategies to identify credible, current research and expert opinions to support a position/argument.<input type="checkbox"/> Identify counterclaims and use counterarguments.

11. *Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
Examples: paragraphs, constructed responses, essays
- a. Incorporate narrative techniques in other modes of writing as appropriate.
Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development
 - b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
 - c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.11.1: Compose short and extended clear, coherent narrative, argument, and informative/explanatory writings. <input type="checkbox"/> ELA.11.11.2: Write an explanatory and expository text with an organized structure and formal style that objectively develops the topic and utilizes appropriate transitions and credible evidence. <input type="checkbox"/> ELA.11.11.3: Write an argument to support claims in an analysis of topics or texts that utilizes appropriate transitions. <input type="checkbox"/> ELA.11.11.4: Gather relevant and sufficient evidence from accurate and credible sources to support the claim. <input type="checkbox"/> ELA.11.11.5: Use valid reasoning to support a claim. <input type="checkbox"/> ELA.11.11.6: Incorporate narrative techniques in their narrative writing, including dialogue, pacing, description, and reflection. <input type="checkbox"/> ELA.11.11.7: Include a concluding statement or section that logically follows the presented information. <input type="checkbox"/> ELA.11.11.8: Write a narrative with a coherent sequence of plot events and a clear purpose. <input type="checkbox"/> ELA.11.11.9: Identify the writing task, the purpose of writing, and the intended audience to appropriately adapt the development, organization, style, and tone of the writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive, or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Refine the thesis by considering whether the claim is logical, and meaningful, and expresses the writer’s position in an argument. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.

ELA.11.11.10: Demonstrate command of the written language.

- Use specific revision strategies and adapt content, vocabulary, voice, and tone to the audience, purpose, and situation.
- Select an appropriate audience by analyzing assumptions, values, and background knowledge.
- Compose with attention to the central idea, unity, elaboration, and organization.
- Analyze and use mentor texts as models for writing.
- Use narrative techniques, such as pacing, and description, to develop experiences, events, and/or characters.
- Analyze sources and determine the best information to support writing.
- Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims.

12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.12.1: During collaborative writing tasks in diverse groups, compose short and extended clear, coherent narratives, arguments, and informative/explanatory writings. <input type="checkbox"/> ELA.11.12.2: Demonstrate flexibility and willingness in making compromises to accomplish a common goal in collaborative groups. <input type="checkbox"/> ELA.11.12.3: Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. <input type="checkbox"/> ELA.11.12.4: Ask clarifying questions and respond appropriately to others' questions to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. <input type="checkbox"/> ELA.11.12.5: Collaborate in diverse groups to create an academic presentation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contribute relevant ideas, opinions, and feelings in large and small diverse groups. <input type="checkbox"/> Offer and seek summary statements of ideas. <input type="checkbox"/> Select vocabulary, tone, and style with audience and purpose in mind. <input type="checkbox"/> State points clearly and directly. <input type="checkbox"/> Maintain a focused discussion. <input type="checkbox"/> Engage others in conversations by posing and responding to questions in a group situation. <input type="checkbox"/> Use a variety of strategies to actively listen and show attentiveness, including focusing attention on the speaker and providing appropriate feedback. <input type="checkbox"/> Demonstrate command of the written language. <input type="checkbox"/> Identify the writing task, the purpose of writing, and the intended audience to appropriately adapt the development, organization, style, and tone of the writing. <input type="checkbox"/> Adjust audience, purpose, tone, and occasion as required for academic presentations.

13. *Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

Learning Objectives

- ELA.11.13.1:** Present research findings to peers in formal and informal contexts.
- ELA.11.13.2:** Discern credible and accurate sources from a variety of sources.

Prior Knowledge

- Offer and seek summary statements of ideas.
- Select vocabulary, tone, and style with audience and purpose in mind.
- State points clearly and directly.
- Evaluate media messages for content, intent, and impact.
- Analyze and critique how media reach the targeted audience for specific purposes.
- Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.
- Analyze how the media's use of symbol, imagery, and metaphor affects the message.
- Avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.

14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.

Learning Objectives

- ELA.11.14.1:** Participate in a class discussion in a respectful and collaborative environment.
- ELA.11.14.2:** Use evidence to support perspectives in a collaborative discussion.

Prior Knowledge

- Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- Offer and seek summary statements of ideas.
- Select vocabulary, tone, and style with audience and purpose in mind.
- State points clearly and directly.
- Maintain a focused discussion.
- Ask clarifying questions and respond appropriately to others' questions to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
- Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
- Engage others in conversations by posing and responding to questions in a group situation.
- Exercise flexibility and willingness to make compromises to accomplish a common goal.
- Use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ELA.11.15.1:** Identify and interpret the subject, occasion, audience, purpose, tone, and credibility of digital texts.
- ELA.11.15.2:** Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources that include digital texts.
- ELA.11.15.3:** Analyze text and evaluate its effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
- ELA.11.15.4:** Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.

Prior Knowledge

- Use a variety of primary and secondary sources of information.
- Synthesize information in a logical sequence.
- Identify the subject, occasion, audience, purpose, tone, and credibility of a text.

16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.

Examples: words, music, sound effects

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.16.1: Analyze and critique themes across texts (including audible) and within various social, cultural, and historical contexts.<input type="checkbox"/> ELA.11.16.2: Listen actively to a speaker to evaluate the tone, organization, and content of spoken language.<input type="checkbox"/> ELA.11.16.3: Listen and interpret various attributes of a digital source, including its subject, occasion, audience, purpose, tone, and overall credibility.<input type="checkbox"/> ELA.11.16.4: Describe how the use of context and language structures conveys an author's intent and viewpoint in audible communications.<input type="checkbox"/> ELA.11.16.5: Listen actively to determine the credibility of a speaker and the purpose of the presentation.<input type="checkbox"/> ELA.11.16.6: Analyze a text and evaluate its effectiveness in terms of subject, occasion, audience, purpose, and tone.	<ul style="list-style-type: none"><input type="checkbox"/> Identify speaker's purpose.<input type="checkbox"/> Identify the tone of a speaker.<input type="checkbox"/> Be present as an active listener.<input type="checkbox"/> Demonstrate understanding of what is meant by credibility.<input type="checkbox"/> Define audience and subject.

17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.17.1: Create and edit a digital text for an intended audience and occasion. <input type="checkbox"/> ELA.11.17.2: Create and edit a digital text to achieve a particular tone and purpose. <input type="checkbox"/> ELA.11.17.3: Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes using images, sound, or animation. <input type="checkbox"/> ELA.11.17.4: Deconstruct and analyze the elements of a variety of media to include images, sound, and animation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify elements of media literacy: authorship, format, audience, content, purpose. <input type="checkbox"/> Recognize that production elements in media are composed based on audience and purpose to create specific effects. <input type="checkbox"/> Identify persuasive techniques in the media including, but not limited to, name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonials, appeal to prestige, snobbery, or plain folks, and appeal to emotions. <input type="checkbox"/> Analyze a media message considering what techniques have been used and their purpose and impact and how they are supported by images, sound, and animations. <input type="checkbox"/> Recognize and identify opinions in the media and how they are supported by images, sound, and animations. <input type="checkbox"/> Recognize and identify facts and in the media and how they are supported by images, sound, and animations. <input type="checkbox"/> Create or enhance individual or collaborative texts.

18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.18.1: Create and deliver oral presentations using collaborative and individual contributions. <input type="checkbox"/> ELA.11.18.2: Independently create and deliver an academic presentation. <input type="checkbox"/> ELA.11.18.3: Adjust audience, purpose, tone, and occasion as required for academic presentations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the purpose of a presentation. <input type="checkbox"/> Select and narrow the topic with attention to time limits and audience. <input type="checkbox"/> Prepare the presentation, using strategies including, but not limited to note cards, outlines, formal written report, and questions and answers. <input type="checkbox"/> Select and use appropriate vocabulary for audience and purpose. <input type="checkbox"/> Define technical terms. <input type="checkbox"/> Include multimedia to clarify presentation information. <input type="checkbox"/> Rehearse both alone and with a coach. <input type="checkbox"/> Use a rubric or checklist to evaluate presentations. <input type="checkbox"/> Answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. <input type="checkbox"/> Work effectively with diverse groups. <input type="checkbox"/> Exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

19. *Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

- ELA.11.19.1:** Interpret how an author's rhetorical style contributes to the meaning of the text in multiple genres.
- ELA.11.19.2:** Interpret how an author’s grammar contributes to the meaning of the text in multiple genres.
- ELA.11.19.3:** Explain how an author's rhetorical style changes based on the type of text.
- ELA.11.19.4:** Recognize rhetorical patterns in text.
- ELA.11.19.5:** Identify poetry, prose, historical, business, informational texts, and workplace documents.

Prior Knowledge

- Identify poetry, prose, historical, business, informational texts, and workplace documents.
- Evaluate the author's use of diagram sentences with phrases and clauses and how it contributes to the meaning.
- Evaluate the author's use of singular verbs with singular subjects and plural verbs with plural subjects.
- Evaluate the author's use of singular pronouns to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.
- Evaluate the author's use of objective pronouns in prepositional phrases with compound objects.
- Evaluate the author's use of tense (present, past, future) throughout an entire paragraph or text.
- Evaluate the author's use of comparative and superlative adjectives.
- Evaluate the author's use of comparative and superlative adverbs.
- Evaluate the author's use of conjunctions, such as either/or and neither/nor.

20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.20.1: Adjust formal vs. informal language in relation to the audience.<input type="checkbox"/> ELA.11.20.2: Listen to a speaker to determine the formality of language.<input type="checkbox"/> ELA.11.20.3: Listen to a speaker to comprehend the meaning.<input type="checkbox"/> ELA.11.20.4: Listen to a speaker to respond to the message.<input type="checkbox"/> ELA.11.20.5: Recognize informal vs formal language.<input type="checkbox"/> ELA.11.20.6: Comprehend audible formal language.	<ul style="list-style-type: none"><input type="checkbox"/> Recognize the purpose of writing as narrative, persuasive, expository, reflective, or analytical in a variety of sources.<input type="checkbox"/> Recognize rhetorical appeals, to establish credibility and persuade the intended audience.<input type="checkbox"/> Recognize persuasively organizing reasons logically and effectively.<input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to the audience, purpose, and situation.<input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.

21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.21.1: Analyze how authors use rhetoric to advance their point of view.<input type="checkbox"/> ELA.11.21.2: Analyze how to create an aesthetic experience while speaking.<input type="checkbox"/> ELA.11.21.3: Analyze the effectiveness of a speaker.<input type="checkbox"/> ELA.11.21.4: Identify and describe a speaker's rhetorical, aesthetic, and organizational choices.<input type="checkbox"/> ELA.11.21.5: Define types of rhetorical styles.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the different formats and purposes of informational and technical texts.<input type="checkbox"/> Identify the main idea(s) in informational text.<input type="checkbox"/> Identify essential details in complex informational passages.<input type="checkbox"/> Locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting.<input type="checkbox"/> Interpret and understand information presented in maps, charts, timelines, tables, and diagrams.<input type="checkbox"/> Make inferences and draw conclusions from informational text.<input type="checkbox"/> Synthesize information across multiple informational texts.

22. ***Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
 a. Exhibit stylistic complexity and sophistication in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.22.1: Incorporate conventions of standard, formal English into academic and personal writings, texts, and presentations. <input type="checkbox"/> ELA.11.22.2: Utilize the conventions of language to communicate effectively with a variety of audiences. <input type="checkbox"/> ELA.11.22.3: Maintain consistency in writing style throughout a writing project. <input type="checkbox"/> ELA.11.22.4: Define stylistic complexity, stylistic sophistication, and stylistic consistency. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as narrative, persuasive, expository, reflective, or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing. <input type="checkbox"/> Create a thesis statement that focuses on the essay, expresses the writer’s position in an argument, or explains the purpose of the essay. <input type="checkbox"/> Use effective rhetorical appeals, to establish credibility and persuade the intended audience. <input type="checkbox"/> Use embedded clauses for sentence variety. <input type="checkbox"/> Write persuasively organizing reasons logically and effectively. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques. <input type="checkbox"/> Distinguish between active voice and passive voice to convey a desired effect. <input type="checkbox"/> Edit and revise for parallel structure and complex sentences. <input type="checkbox"/> Use peer- and self-evaluation to edit writing. <input type="checkbox"/> Proofread and prepare writing for intended audience and purpose. <input type="checkbox"/> Correct grammatical and usage errors.

23. *Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

Examples: student-led conference, public meeting, community-based group

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.23.1: Incorporate conventions of standard, formal English into academic and personal speech and oral presentations. <input type="checkbox"/> ELA.11.23.2: Adapt spoken language to the purpose and audience in a variety of situations. <input type="checkbox"/> ELA.11.23.3: Explain how the purpose of the speech changes according to the authentic audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain organizational structure of a speech. <input type="checkbox"/> Select language to express ideas precisely and concisely when speaking. <input type="checkbox"/> Avoid wordiness and redundancy when speaking. <input type="checkbox"/> Use appropriate vocabulary for effective communication for multiple situations.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

24. *Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.

a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.

Learning Objectives

- ELA.11.24.1:** Determine the usefulness, relevance, and credibility of a research source.
- ELA.11.24.2:** Use research findings to answer a question, solve a problem, or defend a position.
- ELA.11.24.3:** Demonstrate ability to distinguish between reliable and unreliable sources.
- ELA.11.24.4:** Locate useful, relevant, and credible information in the research process.
- ELA.11.24.5:** Recognize different levels of authority.
- ELA.11.24.6:** Recognize the purpose of using sources.

Prior Knowledge

- Use technology, along with other resources, to gather information from various sources.
- Distinguish one’s own ideas from information created or discovered by others.
- Identify the different formats and purposes of informational and technical texts.
- Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.
- Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines to clarify understandings of concepts.
- Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.
- Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- Identify essential details in complex informational texts.

25. Use a variety of search tools and research strategies to locate credible sources.

Examples: library databases, search engines; keyword search, Boolean search

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.11.25.1: Use various search tools and research strategies.<input type="checkbox"/> ELA.11.25.2: Use various search tools and research strategies to find credible information.<input type="checkbox"/> ELA.11.25.3: Apply criteria for determining credible sources; use technology, along with other resources, to gather information from various sources.	<ul style="list-style-type: none"><input type="checkbox"/> Organize information and maintain coherence throughout the writing based on the topic, purpose, audience, and organizational patterns/techniques.<input type="checkbox"/> Demonstrate ability to distinguish between reliable and unreliable sources.<input type="checkbox"/> Distinguish one’s own ideas from information created or discovered by others.<input type="checkbox"/> Identify the different formats and purposes of informational and technical texts.<input type="checkbox"/> Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.<input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.<input type="checkbox"/> Use primary sources such as original documents or firsthand or eyewitness accounts of an event.<input type="checkbox"/> Use secondary sources, which provide analysis, interpretation, or evaluation of the original information.<input type="checkbox"/> Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.<input type="checkbox"/> Conduct short research projects to answer a question drawing on several sources and generating questions.

26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

Learning Objectives

- ELA.11.26.1:** Assess the credibility of information from an audio source.
- ELA.11.26.2:** Respond to information obtained through listening by answering a question, solving a problem, or defending a position.

Prior Knowledge

- Evaluate media messages for content, intent, and impact.
- Analyze and critique how media reach the targeted audience for specific purposes.
- Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.
- Analyze how the media's use of symbol, imagery, and metaphor affects the message.
- Avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.

27. *Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.27.1: Write clear, coherent documents using responsible and ethical research practices. <input type="checkbox"/> ELA.11.27.2: Incorporate conventions of formal, standard English into clear, coherent writing products. <input type="checkbox"/> ELA.11.27.3: Modify writing to be suitable for a particular audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources. <input type="checkbox"/> Use a variety of primary and secondary sources of information. <input type="checkbox"/> Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. <input type="checkbox"/> Synthesize information in a logical sequence. <input type="checkbox"/> Document sources using MLA or APA style, including in-text citation and corresponding works cited list. <input type="checkbox"/> Incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.

28. Integrate ethically acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.28.1: Integrate research information from at least two kinds of sources into a writing product. <input type="checkbox"/> ELA.11.28.2: Cite sources by using an appropriate use style guide. <input type="checkbox"/> ELA.11.28.3: Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. <input type="checkbox"/> ELA.11.28.4: Conduct short research projects to answer a question drawing on several sources and generating questions. <input type="checkbox"/> ELA.11.28.5: Quote, paraphrase, and summarize information from research sources. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that a primary source is an original document or a firsthand or eyewitness account of an event. <input type="checkbox"/> Understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. <input type="checkbox"/> Embed quotations from other sources with skill and accuracy. <input type="checkbox"/> Evaluate the validity and authenticity of texts. <input type="checkbox"/> Use computer technology to research, organize, evaluate, and communicate information. <input type="checkbox"/> Document using a standard form such as MLA or APA. <input type="checkbox"/> Avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words.

29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.29.1: Incorporate information from at least one scholarly source into a written document. <input type="checkbox"/> ELA.11.29.2: Compose clear and coherent writing to defend a position, answer a question, or present a solution to a problem by using evidence from a scholarly source. <input type="checkbox"/> ELA.11.29.3: Incorporate information from at least one scholarly source and at least one non-scholarly source into a written document. <input type="checkbox"/> ELA.11.29.4: Compose clear and coherent writing to defend a position, answer a question, or present a solution to a problem by using evidence from source documents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Refine the writing by considering whether it is logical, meaningful, and expresses the writer’s position in an argument. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge.

30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.11.30.1: Present clear, coherent products using responsible and ethical research practices. <input type="checkbox"/> ELA.11.30.2: Incorporate conventions of formal, standard English into clear, coherent presentations. <input type="checkbox"/> ELA.11.30.3: Modify spoken language to be suitable for a particular audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a range of discussions building on others' ideas and clearly stating thoughts, opinions, and information. <input type="checkbox"/> Participate as informed contributors in group learning activities. <input type="checkbox"/> Collaborate with diverse teams while respecting individual contributions. <input type="checkbox"/> Select information that develops the topic and is appropriate for the audience. <input type="checkbox"/> Report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or theme. <input type="checkbox"/> Put information in order, providing an overview of the information at the beginning or a summary of the information at the end. <input type="checkbox"/> Use multimodal tools to enhance presentations. <input type="checkbox"/> Use specific vocabulary and style to enhance oral presentations. <input type="checkbox"/> Demonstrate and understand responsible and ethical use of technology to include explores appropriate and safe sites for learning and research. <input type="checkbox"/> Understand copyright law, fair use act, and creative commons matter.

Grade 12

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view or based on cultural experiences, with an emphasis on works of literature from the British Isles.
 - a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.

Learning Objectives

- ELA.12.1.1:** Analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores, and traditions.
- ELA.12.1.2:** Identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts; analyze the representation of a subject or a key scene in two different media (to include British literature).
- ELA.12.1.3:** Compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures, including British literature.
- ELA.12.1.4:** Demonstrate knowledge of how an author can use elements of the English language to influence a reader (imagery, figures of speech, and word choice).
- ELA.12.1.5:** Analyze and critique themes across texts and within various social, cultural, and historical contexts in works of literature from the British Isles.
- ELA.12.1.6:** Identify the literary characteristics of specific eras.
- ELA.12.1.7:** Analyze and critique themes and issues within and across related texts.

Prior Knowledge

- Decipher what is meant in a written text when devices of satire, sarcasm, irony, or understatement are utilized.
- Analyze the point of view in a text distinguishing between written information and the implied meaning (e.g., satire, irony, sarcasm, understatement).
- Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times.
- Use appropriate reading strategies to approach different genres and reading tasks.
- Evaluate text based on specific criteria provided by the teacher.
- Analyze elements within complex texts.
- Read complex texts.

2. ***Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.**
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, and/or blueprints

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.2.1: Draw conclusions, defend claims, and make decisions using information learned from graphic texts. <input type="checkbox"/> ELA.12.2.2: Compare data from two or more graphic texts to draw conclusions. <input type="checkbox"/> ELA.12.2.3: Compare data from two or more graphic texts to defend a claim. <input type="checkbox"/> ELA.12.2.4: Compare data from two or more graphic texts to make decisions along with information from text. <input type="checkbox"/> ELA.12.2.5: Use data from graphic texts to draw conclusions. <input type="checkbox"/> ELA.12.2.6: Use data from graphic texts to defend a claim. <input type="checkbox"/> ELA.12.2.7: Use data from graphic texts to make decisions along with information from text. <input type="checkbox"/> ELA.12.2.8: Identify information presented in graphic form within the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare multiple graphic texts to identify similarities and differences. <input type="checkbox"/> Locate captions, illustrations, tables, and photographs to extend the meaning of the written text.

3. Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.3.1: Identify how context and language structures convey an author's intent and viewpoint.<input type="checkbox"/> ELA.12.3.2: Identify how specific word choices, syntax, tone, and voice support the author's perspective.<input type="checkbox"/> ELA.12.3.3: Demonstrate knowledge of how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.<input type="checkbox"/> ELA.12.3.4: Investigate the cultural background reflected within the text.<input type="checkbox"/> ELA.12.3.5: Apply prior knowledge and personal experience to make connections to the text.	<ul style="list-style-type: none"><input type="checkbox"/> Identify the style, language, and theme of a text.<input type="checkbox"/> Analyze how an author's cultural perspective influenced his/her style, language, and theme.<input type="checkbox"/> Identify the literary devices of syntax, tone, and voice.

4. *Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.4.1: Discuss the author's point of view and how it conveys meaning in the text. <input type="checkbox"/> ELA.12.4.2: Identify figurative language and how it contributes to the meaning of the text. <input type="checkbox"/> ELA.12.4.3: Describe the organizational structure of a literary text and how it contributes to the meaning of the text. <input type="checkbox"/> ELA.12.4.4: Determine the author's style and how it contributes to the meaning of the text. <input type="checkbox"/> ELA.12.4.5: Determine direct and indirect characterization in literary texts. <input type="checkbox"/> ELA.12.4.6: Identify examples of direct and indirect characterization in the text. <input type="checkbox"/> ELA.12.4.7: Identify plot sequences and elements of a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different points of view in a text. <input type="checkbox"/> Explain the difference between direct and indirect characterization. <input type="checkbox"/> Identify similes and metaphors within a text. <input type="checkbox"/> Identify literal and nonliteral meanings of terms in a text. <input type="checkbox"/> Determine and interpret the meaning of unfamiliar words using context clues. <input type="checkbox"/> Define setting, drama, and types of characters.

5. Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.5.1: Identify how the author's use of context and language structures conveys intent and viewpoint.<input type="checkbox"/> ELA.12.5.2: Identify the language choices and devices that authors use to convey meaning (rhetorical question, sarcasm, satire, parallelism, connotation/denotation, pun, irony, tone, dialect, diction, and figurative language).<input type="checkbox"/> ELA.12.5.3: Determine how the genre of a text supports the author's purpose.<input type="checkbox"/> ELA.12.5.4: Identify the theme, tone, and meaning in texts from multiple genres.<input type="checkbox"/> ELA.12.5.5: Identify and evaluate structural and organizational details in texts from multiple genres.	<ul style="list-style-type: none"><input type="checkbox"/> Use different reading strategies to approach different genres and reading tasks.<input type="checkbox"/> Identify and use evidence from the text(s) for support when drawing conclusions and making inferences.<input type="checkbox"/> Identify irony and satire used as literary devices in multiple genres.

6. *Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.6.1: Making inferences about the theme and purpose of a text by analyzing a text's explicit and implicit meanings. <input type="checkbox"/> ELA.12.6.2: Recognize where an author purposely leaves events open-ended or vague or judge where a text is inconclusive. <input type="checkbox"/> ELA.12.6.3: Categorize organizational patterns of the text. <input type="checkbox"/> ELA.12.6.4: Demonstrate understanding of explicit meaning in a text. <input type="checkbox"/> ELA.12.6.5: Demonstrate understanding of implicit meaning in a text. <input type="checkbox"/> ELA.12.6.6: Label the main idea and supporting details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the explicit meaning of a literary text. <input type="checkbox"/> Identify implied meaning from a literary text. <input type="checkbox"/> Label the main idea and supporting details. <input type="checkbox"/> Identify a text's theme. <input type="checkbox"/> Identify the author's purpose.

7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.7.1: Compare and contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse historical viewpoints. <input type="checkbox"/> ELA.12.7.2: Compare and contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse cultural viewpoints. <input type="checkbox"/> ELA.12.7.3: Compare and contrast perspectives in fiction, nonfiction, informational, digital, and multimodal texts from diverse global viewpoints. <input type="checkbox"/> ELA.12.7.4: Compare and contrast the subject matter, theme, form, language, development, and purpose of literary works. <input type="checkbox"/> ELA.12.7.5: Compare and contrast two or more texts on the same topic or with similar themes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times. <input type="checkbox"/> Compare themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Demonstrate understanding of what it means to compare literary text. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, and making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about a literary text.

8. *Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.8.1: Use domain-specific words and phrases from a variety of subject-based texts to increase comprehension and expression for reading, writing, speaking, and listening. <input type="checkbox"/> ELA.12.8.2: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression in a variety of subject-based texts. <input type="checkbox"/> ELA.12.8.3: Define domain-specific words accurately in a variety of subject-based texts. <input type="checkbox"/> ELA.12.8.4: Define central ideas, theme, complex analysis, and summary in a variety of subject-based texts. <input type="checkbox"/> ELA.12.8.5: Describe the e main idea and supporting details in a variety of subject-based texts. <input type="checkbox"/> ELA.12.8.6: Summarize the selection objectively from a variety of subject-based texts. <input type="checkbox"/> ELA.12.8.7: Generate a definition of selected subject-specific words based on context clues in a variety of subject-based text. <input type="checkbox"/> ELA.12.8.8: Describe the organizational structure of essays in a variety of subject-based texts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify domain-specific words in a variety of subject-based texts. <input type="checkbox"/> Explain the content, organization, structure, and characteristics of a variety of subject-based texts. <input type="checkbox"/> Demonstrate how to use context to understand unknown words in the subject-based text.

9. Follow instructions in technical materials to complete a specific task.

Example: Read and follow instructions for formatting a document.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.9.1: Demonstrate understanding of vocabulary (jargon, technical terminology, and content-specific) to clarify understanding of concepts.<input type="checkbox"/> ELA.12.9.2: Apply text and graphical elements to complex processes resulting in a finished product.<input type="checkbox"/> ELA.12.9.3: Apply text and graphical elements to simple processes resulting in a finished product.<input type="checkbox"/> ELA.12.9.4: Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.<input type="checkbox"/> ELA.12.9.5: Follow instructions in technical materials to complete a specific task.<input type="checkbox"/> ELA.12.9.6: Activate background knowledge to understand handbooks and manuals.	<ul style="list-style-type: none"><input type="checkbox"/> Identify different formats and purposes of informational and technical texts.<input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions.<input type="checkbox"/> Provide an objective summary of the text.

10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.10.1: Listen actively to determine the credibility of a speaker and the purpose of the presentation. <input type="checkbox"/> ELA.12.10.2: Evaluate a speaker's nonverbal and verbal cues. <input type="checkbox"/> ELA.12.10.3: Listen actively to a speaker to evaluate the tone, organization, and content of spoken language. <input type="checkbox"/> ELA.12.10.4: Apply strategies to identify credible, current research and expert opinions to support a position/argument. 	<ul style="list-style-type: none"> <input type="checkbox"/> ELA 12.10.5 Discuss why a speaker’s reasoning is fallacious and how evidence is distorted in examples. <input type="checkbox"/> ELA.12.10.6 Identify examples of fallacious reasoning and distorted evidence. <input type="checkbox"/> Utilize narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance meaning. <input type="checkbox"/> Sort evidence and bibliographic information. Examples: Use note cards, graphic organizers, rubrics, and check sheets. <input type="checkbox"/> Identify relevant and nonrelevant (essential and nonessential) information in a text. <input type="checkbox"/> Contrast valid, reliable sources and non-reliable sources. <input type="checkbox"/> Determine the best information to support a position/argument.

11. *Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
- a. Incorporate narrative techniques into other modes of writing as appropriate.
Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development
 - b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
 - c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.11.1: Incorporate narrative techniques in modes other than narrative writing when appropriate. <input type="checkbox"/> ELA.12.11.2: Write a narrative with a coherent sequence of plot events and a clear purpose. <input type="checkbox"/> ELA.12.11.3: Write an explanatory and expository text with an organized structure and formal style that develops the topic and utilizes appropriate transitions, credible information or data, and technical vocabulary words. <input type="checkbox"/> ELA.12.11.4: Write an explanatory and expository text with an organized structure and formal style that objectively develops the topic and utilizes appropriate transitions and relevant evidence. <input type="checkbox"/> ELA.12.11.5: Write an argument to support claims in an analysis of topics or texts that utilizes intentional/ appropriate transitions. <input type="checkbox"/> ELA.12.11.6: Gather relevant and sufficient evidence from accurate and credible sources to support the claim. <input type="checkbox"/> ELA.12.11.7: Use valid reasoning to support a claim. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate narrative techniques in narrative writing, including dialogue, pacing, description, and reflection. <input type="checkbox"/> Gather credible information and data from multiple sources. <input type="checkbox"/> Include a logical conclusion that captures the larger implications of the topic or text. <input type="checkbox"/> Identify the writing task, the purpose of writing, and the intended audience to appropriately adapt the development, organization, style, and tone of the writing. <input type="checkbox"/> Compose with attention to the central idea, unity, elaboration, and organization. <input type="checkbox"/> Analyze and use mentor texts as models for writing.

12. Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.12.1: Collaborate on writing tasks in diverse groups.<input type="checkbox"/> ELA.12.12.2: Make necessary compromises to accomplish a goal.<input type="checkbox"/> ELA.12.12.3: Share responsibility for collaborative work.<input type="checkbox"/> ELA.12.12.4: Show respect for the individual contributions of each group member.	<ul style="list-style-type: none"><input type="checkbox"/> Contribute relevant ideas, opinions, and feelings in large and small diverse groups.<input type="checkbox"/> Offer and seek summary statements of ideas.<input type="checkbox"/> State points clearly and directly.<input type="checkbox"/> Maintain a focused discussion.<input type="checkbox"/> Ask clarifying questions and respond appropriately to others' questions to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.<input type="checkbox"/> Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify one's own views.<input type="checkbox"/> Engage others in conversations by posing and responding to questions in a group situation.<input type="checkbox"/> Exercise flexibility and willingness to make compromises to accomplish a common goal.<input type="checkbox"/> Use a variety of strategies to actively listen and show attentiveness, including focusing attention on the speaker and providing appropriate feedback.

13. *Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.13.1: Integrate supporting information effectively, avoiding plagiarism and using a standard format for citation. <input type="checkbox"/> ELA.12.13.2: Construct advanced searches to find both print and digital sources that answer research questions. <input type="checkbox"/> ELA.12.13.3: Investigate information that is relevant from reliable and authoritative sources. <input type="checkbox"/> ELA.12.13.4: Recognize what is important in a source, how it supports the topic, and how it relates to other sources of information. <input type="checkbox"/> ELA.12.13.5: Investigate information that is relevant from reliable and authoritative sources. <input type="checkbox"/> ELA.12.13.6: Discern credible and accurate sources from a variety of sources. <input type="checkbox"/> ELA.12.13.7: Orally present the synthesized information from multiple, diverse sources. <input type="checkbox"/> ELA.12.13.8: Synthesize information from multiple, diverse sources. <input type="checkbox"/> ELA.12.13.9: Present research findings to peers in formal and informal contexts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Find information that is relevant from reliable and authoritative sources. <input type="checkbox"/> Identify diverse media and/or formats from which to gain credible and accurate information. <input type="checkbox"/> Apply criteria for determining credible sources. <input type="checkbox"/> Organize source information to present orally. <input type="checkbox"/> Synthesize information in a logical sequence. <input type="checkbox"/> Document sources using MLA or APA style, including in-text citations and corresponding works cited list. <input type="checkbox"/> Incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. <input type="checkbox"/> Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources including digital. <input type="checkbox"/> Use a variety of primary and secondary sources of information.

14. Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.14.1: Respond to, contribute to, build upon, and question the ideas of others in a collaborative discussion.<input type="checkbox"/> ELA.12.14.2: Use relevant, appropriate evidence to support perspectives in a collaborative discussion.<input type="checkbox"/> ELA.12.14.3: Participate in a class discussion in a respectful and collaborative.	<ul style="list-style-type: none"><input type="checkbox"/> Contribute relevant ideas, opinions, and feelings in large and small diverse groups.<input type="checkbox"/> State points clearly and directly.<input type="checkbox"/> Ask clarifying questions and respond appropriately to others' questions to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.<input type="checkbox"/> Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify one's own views.<input type="checkbox"/> Respond to questions in a group situation.<input type="checkbox"/> Use a variety of strategies to actively listen and show attentiveness, including focusing attention on the speaker and providing appropriate feedback.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ELA.12.15.1:** Evaluate the effectiveness of a digital text's subject, occasion, audience, purpose, tone, and credibility.
- ELA.12.15.2:** Create and deliver a presentation. Examples: digital story or PowerPoint presentation.
- ELA.12.15.3:** Identify misleading forms of logic and argument.
- ELA.12.15.4:** Define integrate, diversity, credibility, accuracy, media, and discrepancies.
- ELA.12.15.5:** Identify and interpret the subject, occasion, audience, purpose, tone, and credibility of digital texts.
- ELA.12.15.6:** Identify and analyze digital texts' subject, occasion, audience, purpose, tone, and credibility.
- ELA.12.15.7:** Evaluate the effectiveness of a digital text's subject, occasion, audience, purpose, tone, and credibility.

Prior Knowledge

- Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.
- Identify how subject, occasion, audience, purpose, tone, and credibility relate to the effectiveness of a text.
- Identify the use of subject, occasion, audience, purpose, and tone as literary devices.
- Identify strategies for assessing credibility in text.

16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
Examples: words, music, sound effects

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.16.1: Listen and interpret various attributes of a digital source, including its subject, occasion, audience, purpose, tone, and overall credibility. <input type="checkbox"/> ELA.12.16.2: Listen and analyze elements of a digital audible communication source, including its subject, occasion, audience, purpose, tone, and overall credibility. <input type="checkbox"/> ELA.12.16.3: Evaluate the effectiveness of elements included in a digital audible communication source. <input type="checkbox"/> ELA.12.16.4: Describe how the use of context and language structures conveys an author’s intent and viewpoint in audible communications. <input type="checkbox"/> ELA.12.16.5: Describe and critique themes across texts (including audible) and within various social, cultural, and historical contexts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how the use of context and language structures conveys an author’s intent and viewpoint in audible communications. <input type="checkbox"/> Identify how subject, occasion, audience, purpose, tone, and credibility relate to the effectiveness of audible communications. <input type="checkbox"/> Identify the use of subject, occasion, audience, purpose, and tone as literary devices. <input type="checkbox"/> Identify strategies for assessing credibility in audible communications.

17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.17.1: Create and edit a collaborative digital text for an intended audience and occasion. <input type="checkbox"/> ELA.12.17.2: Create and edit a collaborative digital text to achieve a particular tone and purpose. <input type="checkbox"/> ELA.12.17.3: Work independently or collaboratively to use images, sound, animation, and other modes of expression to create or enhance digital and multimodal texts. <input type="checkbox"/> ELA.12.17.4: Work independently or collaboratively to create digital or multimodal texts that are suitable in purpose and tone for their intended audience and occasion. <input type="checkbox"/> ELA.12.17.5: Analyze a media message considering the techniques used and their purpose and impact and how the message is supported by images, sound, and animations within the text. <input type="checkbox"/> ELA.12.17.6: Recognize and identify opinions in the media and how the opinions are supported by images, sound, and animations within the text. <input type="checkbox"/> ELA.12.17.7: Recognize and identify facts in the media and how facts are supported by images, sound, and animations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Deconstruct and analyze the elements of a variety of media including images, sound, and animation. <input type="checkbox"/> Identify elements of media literacy: authorship, format, audience, content, and purpose. <input type="checkbox"/> Recognize that production elements in media are composed based on audience and purpose to create specific effects. <input type="checkbox"/> Identify persuasive techniques in the media including name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonials, appeal to prestige, snobbery, or plain folks, and appeal to emotions. <input type="checkbox"/> Analyze a media message considering the techniques used and their purpose and impact and how the message is supported by images, sound, and animations within the text. <input type="checkbox"/> Create media messages, such as public service announcements aimed at a variety of audiences with different purposes using images, sound, or animation.

18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.18.1: Collaborate to create an academic presentation. <input type="checkbox"/> ELA.12.18.2: Work independently to create an academic presentation. <input type="checkbox"/> ELA.12.18.3: Create an oral presentation by collaboratively combining individual contributions. <input type="checkbox"/> ELA.12.18.4: Deliver an oral presentation. <input type="checkbox"/> ELA.12.18.5: Adjust audience, purpose, tone, and occasion as required for oral presentations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulate the purpose of the presentation. <input type="checkbox"/> Select and narrow the topic with attention to time limits and audience. <input type="checkbox"/> Prepare the presentation, using strategies including, but not limited to note cards, outlines, formal written reports, and questions and answers. <input type="checkbox"/> Select and use appropriate vocabulary for the audience and purpose. <input type="checkbox"/> Define technical terms. <input type="checkbox"/> Include multimedia to clarify presentation information. <input type="checkbox"/> Rehearse both alone and with a coach. <input type="checkbox"/> Use a rubric or checklist to evaluate presentations. <input type="checkbox"/> Answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. <input type="checkbox"/> Work effectively with diverse groups. <input type="checkbox"/> Exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

19. ***Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.**

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.19.1: Interpret how an author's grammar use contributes to the text's meaning in multiple genres. <input type="checkbox"/> ELA.12.19.2: Interpret how an author's rhetorical style contributes to the meaning of the text in multiple genres. <input type="checkbox"/> ELA.12.19.3: Interpret how an author's style contributes to the meaning of historical documents. <input type="checkbox"/> ELA.12.19.4: Interpret how an author's style contributes to the meaning of business documents. <input type="checkbox"/> ELA.12.19.5: Interpret how an author's style contributes to the meaning of informational documents. <input type="checkbox"/> ELA.12.19.6: Interpret how an author's style contributes to the meaning of workplace documents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify poetry, prose, historical, business, informational texts, and workplace documents. <input type="checkbox"/> Explain how an author's rhetorical style changes based on the type of text.

20. Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.20.1: Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.<input type="checkbox"/> ELA.12.20.2: Listen to a speaker to determine the formality of language.<input type="checkbox"/> ELA.12.20.3: Listen to a speaker to comprehend for meaning.<input type="checkbox"/> ELA.12.20.4: Listen to a speaker to interpret meaning.<input type="checkbox"/> ELA.12.20.5: Listen to a speaker to respond to the message.<input type="checkbox"/> ELA.12.20.6: Listen to an audible source to determine and analyze the formality of language.<input type="checkbox"/> ELA.12.20.7: Listen to an audible source to comprehend the meaning.<input type="checkbox"/> ELA.12.20.8: Listen to an audible source to interpret meaning.<input type="checkbox"/> ELA.12.20.9: Listen to an audible source to respond to the message appropriately.	<ul style="list-style-type: none"><input type="checkbox"/> Recognize embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing.<input type="checkbox"/> Recognize rhetorical appeals, to establish credibility and persuade the intended audience.<input type="checkbox"/> Identify embedded clauses for sentence variety in a variety of sources.<input type="checkbox"/> Recognize persuasively organizing reasons logically and effectively.<input type="checkbox"/> Analyze sources and determine the best information to support a position/argument.<input type="checkbox"/> Identify evidence from multiple texts to strengthen a position/argument.

21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.21.1: Evaluate a speaker's rhetorical, aesthetic, and organizational choices to determine the point of view and purpose of the presentation.<input type="checkbox"/> ELA.12.21.2: Evaluate a speaker's rhetorical, aesthetic, and organizational choices to determine the point of view, purpose, and effectiveness of the presentation.<input type="checkbox"/> ELA.12.21.3: Identify and describe a speaker's rhetorical, aesthetic, and organizational choices.<input type="checkbox"/> ELA.12.21.4: Identify and analyze a speaker's rhetorical, aesthetic, and organizational choices.	<ul style="list-style-type: none"><input type="checkbox"/> Analyze how authors use rhetoric to advance their point of view.<input type="checkbox"/> Identify the main idea(s) in various text.<input type="checkbox"/> Identify essential details in complex passages.<input type="checkbox"/> Interpret and understand information presented in maps, charts, timelines, tables, and diagrams.<input type="checkbox"/> Make inferences and draw conclusions from various text.<input type="checkbox"/> Synthesize information across multiple informational texts.

22. ***Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.**
 a. Exhibit stylistic complexity and sophistication in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.22.1: Incorporate conventions of standard, formal English into academic and personal writings, texts, and presentations. <input type="checkbox"/> ELA.12.22.2: Utilize the conventions of language to communicate effectively with a variety of audiences. <input type="checkbox"/> ELA.12.22.3: Maintain consistency in writing style throughout a writing project. <input type="checkbox"/> ELA.12.22.4: Incorporate conventions of standard English grammar, mechanics, and usage into academic and personal writings, texts, and presentations. <input type="checkbox"/> ELA.12.22.5: Adapt the formality of their language to communicate effectively with an intended audience. <input type="checkbox"/> ELA.12.22.6: Utilize the conventions of language to communicate effectively with a target audience. <input type="checkbox"/> ELA.12.22.7: Exhibit a complex and sophisticated writing style. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as narrative, persuasive, expository, reflective, or analytical. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to the audience, purpose, and situation. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques. <input type="checkbox"/> Distinguish between active voice and passive voice to convey a desired effect. <input type="checkbox"/> Know and apply the rules for the use of a colon. <input type="checkbox"/> Edit and revise for parallel structure and complex sentences. <input type="checkbox"/> Use peer- and self-evaluation to edit writing. <input type="checkbox"/> Proofread and prepare writing for intended audience and purpose. <input type="checkbox"/> Correct grammatical and usage errors.

23. *Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.

Examples: student-led conference, public meeting, community-based group

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.23.1: Adapt spoken language to the purpose and audience in a variety of situations. <input type="checkbox"/> ELA.12.23.2: Define formal English and contextual setting. <input type="checkbox"/> ELA.12.23.3: Identify formal and informal settings. <input type="checkbox"/> ELA.12.23.4: Initiate conversations that demonstrate formal and informal English. <input type="checkbox"/> ELA.12.23.5: Diagnose misleading forms of logic, argument, and counter position. <input type="checkbox"/> ELA.12.23.6: Outline details that support a position. <input type="checkbox"/> ELA.12.23.7: Incorporate conventions of standard, formal English into academic and personal speech and oral presentations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain organizational structure of a speech. <input type="checkbox"/> Explain how the purpose of the speech changes according to the authentic audience.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

24. *Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.

a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.

Learning Objectives

Prior Knowledge

- ELA.12.24.1:** Determine the usefulness, relevance, and credibility of a research source.
- ELA.12.24.2:** Evaluate the credibility of research sources in terms of authority, relevance, accuracy, and purpose.
- ELA.12.24.3:** Determine the usefulness, relevance, and credibility of a research source.
- ELA.12.24.4:** Locate useful, relevant, and credible information in the research process.
- ELA.12.24.5:** Locate useful written information in the research process.
- ELA.12.24.6:** Determine the usefulness of a research source.
- ELA.12.24.7:** Use research findings to answer a research question, solve a problem, or take a position.

- Apply criteria for determining credible sources.
- Identify the different formats and purposes of informational and technical texts.
- Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.
- Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- Identify essential details in complex informational texts.
- Make inferences and draw conclusions from complex informational texts.

25. Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.

Examples: library databases, search engines; keyword search, Boolean search

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.25.1: Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.<input type="checkbox"/> ELA.12.25.2: Apply strategies to find validity and credibility of information, using questions such as: conducting short research projects to answer a question drawing on sources and generating questions.<input type="checkbox"/> ELA.12.25.3: Avoid plagiarism and its consequences by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.<input type="checkbox"/> ELA.12.25.4: Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.<input type="checkbox"/> ELA.12.25.5: Use primary sources such as original documents or firsthand or eyewitness accounts of an event.<input type="checkbox"/> ELA.12.25.6: Use secondary sources, which provide analysis, interpretation, or evaluation of the original information.<input type="checkbox"/> ELA.12.25.7: Construct advanced searches and find both print and digital sources that answer previously crafted research questions.<input type="checkbox"/> ELA.12.25.8: Use various search tools and research strategies to find credible information.	<ul style="list-style-type: none"><input type="checkbox"/> Understand what primary sources are for example, original documents or a firsthand or eyewitness accounts of an event.<input type="checkbox"/> Understand what secondary sources are for example, those sources that provide analysis, interpretation, or evaluation of the original information.

26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> ELA.12.26.1: Assess the credibility of information from an audio source.<input type="checkbox"/> ELA.12.26.2: Determine the usefulness, relevance, and credibility of an audible research source.<input type="checkbox"/> ELA.12.26.3: Locate and acquire credible audible information in the research process.<input type="checkbox"/> ELA.12.26.4: Locate and acquire relevant audible information in the research process.<input type="checkbox"/> ELA.12.26.5: Locate and acquire useful audible information in the research process.<input type="checkbox"/> ELA.12.26.6: Avoid plagiarism by giving credit whenever using another person’s media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person’s words.<input type="checkbox"/> ELA.12.26.7: Use research strategies to defend a position.<input type="checkbox"/> ELA.12.26.8: Use research strategies to solve a problem.<input type="checkbox"/> ELA.12.26.9: Use research strategies to answer a question.	<ul style="list-style-type: none"><input type="checkbox"/> Evaluate media messages for content, intent, and impact.<input type="checkbox"/> Analyze and critique how media reach the targeted audience for specific purposes.<input type="checkbox"/> Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends.<input type="checkbox"/> Analyze how the media’s use of symbol, imagery, and metaphor affects the message.

27. *Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives

Prior Knowledge

- ELA.12.27.1:** Write clear, coherent documents using responsible and ethical research practices.
- ELA.12.27.2:** Integrate information effectively, avoiding plagiarism and using a standard format for citation.
- ELA.12.27.3:** Construct advanced searches and find both print and digital sources that answer previously crafted research questions.
- ELA.12.27.4:** Investigate information that is relevant from reliable and authoritative sources.
- ELA.12.27.5:** Recognize what is important in a source, how it supports the topic, and how it relates to other sources of information.
- ELA.12.27.6:** Synthesize information by combining parts from a variety of sources into unified understanding, leading to a new insight, if possible.
- ELA.12.27.7:** Weigh the strengths and limitations of the sources found in terms of task, audience, and purpose.
- ELA.12.27.8:** Modify writing to be suitable for a particular audience and purpose.
- ELA.12.27.9:** Incorporate conventions of formal, standard English into clear, coherent writing products.
- ELA.12.27.10:** Research findings from multiple sources.

- Apply responsible and ethical research practices.
- Synthesize information from multiple sources.
- Demonstrate appropriate use of the conventions of language.

28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide. Examples: *MLA, APA*

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.28.1: Source research information in an ethical manner. <input type="checkbox"/> ELA.12.28.2: Cite sources by using an appropriate use style guide. <input type="checkbox"/> ELA.12.28.3: Quote, paraphrase, and summarize information from research sources. <input type="checkbox"/> ELA.12.28.4: Integrate research information from at least two kinds of sources into a writing product. <input type="checkbox"/> ELA.12.28.5: Synthesize information by combining parts from a variety of sources into a unified understanding, while summarizing. <input type="checkbox"/> ELA.12.28.6: Recognize the parts of a composition in a variety of literary texts. <input type="checkbox"/> ELA.12.28.7: Analyze the modes of writing. Examples: narrative, argumentative, and informative modes. <input type="checkbox"/> ELA.12.28.8: Assess task, audience, and purpose in relation to style, organization, and development of the topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that a primary source is an original document or a firsthand or eyewitness account of an event. <input type="checkbox"/> Understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information. <input type="checkbox"/> Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. <input type="checkbox"/> Embed quotations from other sources with skill and accuracy. <input type="checkbox"/> Conduct short research projects to answer a question drawing on sources and generating questions. <input type="checkbox"/> Use computer technology to research, organize, evaluate, and communicate information. <input type="checkbox"/> Document using a standard form such as MLA or APA. <input type="checkbox"/> Avoid plagiarism, give credit whenever using another person’s idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person’s words.

29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.29.1: Incorporate information from a variety of scholarly and non-scholarly sources into a written document. <input type="checkbox"/> ELA.12.29.2: Compose clear and coherent writing to defend a position, answer a question, or present a solution to a problem by using evidence from source documents. <input type="checkbox"/> ELA.12.29.3: Write in narrative, persuasive, descriptive, and expository modes. <input type="checkbox"/> ELA.12.29.4: Organize sentences in a logical order to form cohesive paragraphs. <input type="checkbox"/> ELA.12.29.5: Recognize the parts of a composition. <input type="checkbox"/> ELA.12.29.6: Analyze the modes of writing. Examples: narrative, argumentative, and informative modes. <input type="checkbox"/> ELA.12.29.7: Assess task, audience, and purpose in relation to style, organization, and development of the topic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims. <input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge. <input type="checkbox"/> Demonstrate the purpose of writing.

30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> ELA.12.30.1: Orally present clear, coherent products using responsible and ethical research practices. <input type="checkbox"/> ELA.12.30.2: Incorporate conventions of formal, standard English into clear, coherent presentations. <input type="checkbox"/> ELA.12.30.3: Modify spoken language to be suitable for a particular audience and purpose. <input type="checkbox"/> ELA.12.30.4: Synthesize research findings from multiple sources. <input type="checkbox"/> ELA.12.30.5: Outline details that support a position. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use specific vocabulary and style to enhance oral presentations. <input type="checkbox"/> Demonstrate appropriate eye contact with listeners. <input type="checkbox"/> Use appropriate facial expressions and gestures to support, accentuate, or dramatize the message. <input type="checkbox"/> Speak clearly at an understandable pace. <input type="checkbox"/> Use acceptable posture according to the setting and the audience. <input type="checkbox"/> Select information that develops the topic and is appropriate for the audience. <input type="checkbox"/> Report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or theme.