

# NEBRASKA English Language Arts **STANDARDS**



NEBRASKA DEPARTMENT OF EDUCATION

# **2014 Nebraska College- and Career-Ready English Language Arts Standards**

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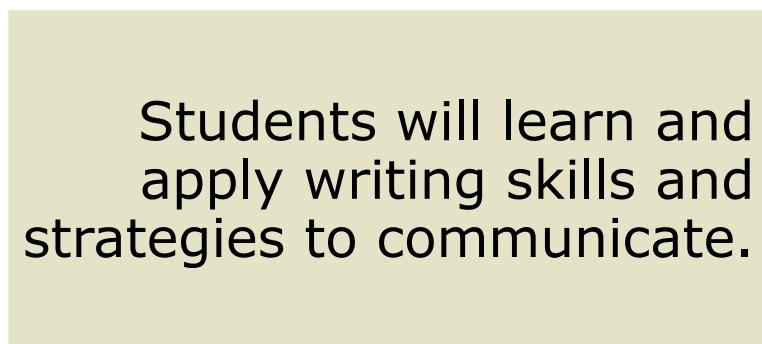
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It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

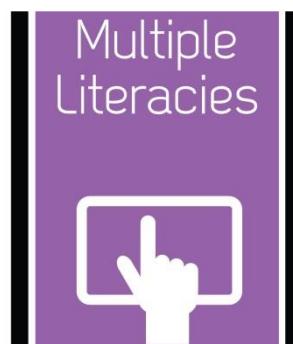
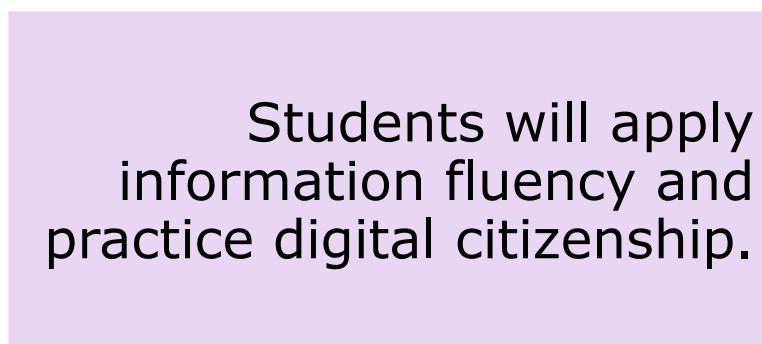
## K-12 Comprehensive English Language Arts Standards



Students will learn and apply reading skills and strategies to comprehend text.



Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.



# Kindergarten



**LA 0.1** Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 0.1.1** **Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

- LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
- LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
- LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

**LA 0.1.2** **Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

- LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- LA 0.1.2.b Segment spoken sentences into words.
- LA 0.1.2.c Identify and produce oral rhymes.
- LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

**LA 0.1.3** **Word Analysis:** Students will acquire phonetic knowledge as they learn to read and write grade-level text.

- LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 0.1.4** **Fluency:** Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

- LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

**LA 0.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
- LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
- LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
- LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

**LA 0.1.6 Comprehension:** Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

- LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
- LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
- LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
- LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.
- LA 0.1.6.f Identify text features in print and digital informational text.
- LA 0.1.6.g Identify the basic characteristics of literary and informational text.
- LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).
- LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
- LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
- LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).
- LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 0.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
- LA 0.2.1.d Compose simple, grammatically correct sentences.
- LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 0.2.1.f Provide oral descriptive feedback to other writers.
- LA 0.2.1.g With adult guidance, persevere in writing tasks.
- LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 0.2.1.i Use own words to relate information.
- LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 0.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
- LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.



## LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

### **LA 0.3.1** **Speaking:** Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
- LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 0.3.1.d Convey a personal perspective with clear reasons.
- LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

### **LA 0.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 0.3.2.c Complete a task following one/two-step directions.

### **LA 0.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 0.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a

With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

LA 0.4.1.b

With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 0.4.1.c

Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

### LA 0.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 0.4.2.a

Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

LA 0.4.2.b

Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Grade One



**LA 1.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

**LA 1.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

- LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
- LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

**LA 1.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

- LA 1.1.2.a Blend, segment and manipulate phonemes orally.

**LA 1.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

- LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.
- LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).
- LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 1.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

- LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.
- LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

**LA 1.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).
- LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.
- LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.
- LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

**LA 1.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

- LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).
- LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

- LA 1.1.6.d Retell major events and key details from a literary text and/or media.
- LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 1.1.6.f Identify text features in print and digital informational text.
- LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.
- LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).
- LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

### LA 1.2.1

**Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- LA 1.2.1.c Gather and use relevant information and evidence to support ideas.
- LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 1.2.1.f Provide oral descriptive feedback to other writers.
- LA 1.2.1.g Persevere in writing tasks of various length and complexity.
- LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 1.2.1.i Use own words to relate information.
- LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

### LA 1.2.2

**Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.



## LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

### **LA 1.3.1** **Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
- LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 1.3.1.d Convey a personal perspective with clear reasons.
- LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

### **LA 1.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 1.3.2.c Complete a task following one/two-step directions.

### **LA 1.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 1.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

### LA 1.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 2



**LA 2.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 2.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 2.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 2.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 2.1.3.a	Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.
LA 2.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).
LA 2.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.
<b>LA 2.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 2.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina.
LA 2.1.4.b	Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).
<b>LA 2.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).
LA 2.1.5.b	Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.
LA 2.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 2.1.5.d	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.
LA 2.1.5.e	Locate words and determine meaning using reference materials.
<b>LA 2.1.6</b>	<b>Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).
LA 2.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
LA 2.1.6.d	Retell major events and key details from a literary text and/or media and support a prompted theme.

- LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
- LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
- LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
- LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
- LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
- LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
- LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 2.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.
- LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.
- LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 2.2.1.g Persevere in writing tasks of various length and complexity.
- LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
- LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 2.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.
- LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

### **LA 2.3.1** **Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 2.3.1.d Convey a personal perspective with clear reasons.
- LA 2.3.1.e Ask pertinent questions to acquire or confirm information

### **LA 2.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 2.3.2.c Complete a task following multi-step directions.

### **LA 2.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.
- LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 2.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

### LA 2.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Grade 3



**LA 3.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 3.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 3.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 3.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 3.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.
LA 3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).
LA 3.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.
<b>LA 3.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 3.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina.
LA 3.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
<b>LA 3.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
LA 3.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA 3.1.5.e	Locate words and determine meaning using reference materials.
<b>LA 3.1.6</b>	<b>Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA 3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

- LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
- LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
- LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 3.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.
- LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
- LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 3.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.
- LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

- |                 |                                                                                                                                                                                                                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA 3.3.1</b> | <b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.                                                                  |
| LA 3.3.1.a      | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. |
| LA 3.3.1.b      | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.                       |
| LA 3.3.1.c      | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.                                                                                                              |
| LA 3.3.1.d      | Convey a perspective with clear reasoning and support.                                                                                                                                                         |
| LA 3.3.1.e      | Ask pertinent questions to acquire or confirm information.                                                                                                                                                     |
| <b>LA 3.3.2</b> | <b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.                                                                                                |
| LA 3.3.2.a      | Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.                                                          |
| LA 3.3.2.b      | Identify the purpose and credibility of information being presented in diverse media and formats.                                                                                                              |
| LA 3.3.2.c      | Complete a task following multi-step directions.                                                                                                                                                               |
| <b>LA 3.3.3</b> | <b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.                                                                                                      |
| LA 3.3.3.a      | Demonstrate appropriate social etiquette and apply social cues when communicating.                                                                                                                             |
| LA 3.3.3.b      | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.                                                                      |
| LA 3.3.3.c      | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.                                                                                |
| LA 3.3.3.d      | Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.                                               |
| LA 3.3.3.e      | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.                      |



## LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 3.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 3.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 4



**LA 4.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 4.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 4.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 4.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 4.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).
<b>LA 4.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 4.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina.
LA 4.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
<b>LA 4.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.
LA 4.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA 4.1.5.e	Determine meaning using reference materials.
<b>LA 4.1.6</b>	<b>Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA 4.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
LA 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
LA 4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the

- theme.
- LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 4.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 4.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

### **LA 4.3.1** **Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 4.3.1.d Convey a perspective with clear reasoning and support.
- LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

### **LA 4.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 4.3.2.c Complete a task following multi-step directions.

### **LA 4.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 4.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 4.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Grade 5



**LA 5.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

- |                 |                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA 5.1.1</b> | <b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print.<br><i>Mastered in Grade 1 and blended with other skills at this grade level.</i>                  |
| <b>LA 5.1.2</b> | <b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.<br><i>Mastered in Grade 1 and blended with other skills at this grade level.</i> |
| <b>LA 5.1.3</b> | <b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.                                                                                             |
| LA 5.1.3.a      | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.                     |
| <b>LA 5.1.4</b> | <b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.                              |
| LA 5.1.4.a      | Use reading strategies to persevere through text of increasing length and/or complexity.                                                                                                  |
| LA 5.1.4.b      | Use context to adjust pace and prosody based on purpose, text complexity, form, and style.                                                                                                |
| <b>LA 5.1.5</b> | <b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.                                                                     |
| LA 5.1.5.a      | Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).                 |
| LA 5.1.5.b      | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.                                  |
| LA 5.1.5.c      | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.                                                                 |
| LA 5.1.5.d      | Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.  |
| LA 5.1.5.e      | Determine meaning using reference materials.                                                                                                                                              |
| <b>LA 5.1.6</b> | <b>Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.                            |
| LA 5.1.6.a      | Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.                                                 |
| LA 5.1.6.b      | Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).                                                                                   |
| LA 5.1.6.c      | Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).                          |
| LA 5.1.6.d      | Summarize and analyze a literary text and/or media, using key details to explain the theme.                                                                                               |

- LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
- LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
- LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 5.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
- LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 5.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

- |                 |                                                                                                                                                                                                                |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA 5.3.1</b> | <b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.                                                                  |
| LA 5.3.1.a      | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure. |
| LA 5.3.1.b      | Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.          |
| LA 5.3.1.c      | Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.                                                                                                              |
| LA 5.3.1.d      | Convey a perspective with clear reasoning and support.                                                                                                                                                         |
| LA 5.3.1.e      | Ask pertinent questions to acquire or confirm information.                                                                                                                                                     |
| <b>LA 5.3.2</b> | <b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.                                                                                                |
| LA 5.3.2.a      | Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.                                            |
| LA 5.3.2.b      | Identify the purpose and credibility of information being presented in diverse media and formats.                                                                                                              |
| LA 5.3.2.c      | Complete a task following multi-step directions.                                                                                                                                                               |
| <b>LA 5.3.3</b> | <b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.                                                                                                      |
| LA 5.3.3.a      | Demonstrate appropriate social etiquette and apply social cues when communicating.                                                                                                                             |
| LA 5.3.3.b      | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.                                                                      |
| LA 5.3.3.c      | Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.                                                                                |
| LA 5.3.3.d      | Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.                                                  |
| LA 5.3.3.e      | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.                      |



## LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 5.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 5.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Grade 6



**LA 6.1** Reading: Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 6.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 6.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 6.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 6.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
<b>LA 6.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 6.1.4.a	Use reading strategies to persevere through text of increasing length and/or complexity.
<b>LA 6.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 6.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
LA 6.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.
LA 6.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.
<b>LA 6.1.6</b>	<b>Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
LA 6.1.6.a	Analyze text to determine author's purpose(s) and describe how author's perspective influences text.
LA 6.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
LA 6.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).
LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA 6.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

- LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
- LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.

### LA 6.2.1

**Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

### LA 6.2.2

**Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 6.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



**LA 6.3 Speaking and Listening:** Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

- LA 6.3.1** **Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
- LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 6.3.1.d Convey a perspective with clear reasoning and support.
- LA 6.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.
- LA 6.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.
- LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 6.3.2.c Complete a task following multi-step directions.
- LA 6.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.
- LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas
- LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 6.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 6.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 7



**LA 7.1** Reading: Students will learn and apply reading skills and strategies to comprehend text.

- |                 |                                                                                                                                                                                                                            |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA 7.1.1</b> | <b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print.<br><i>Mastered in Grade 1 and blended with other skills at this grade level.</i>                                                   |
| <b>LA 7.1.2</b> | <b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.<br><i>Mastered in Grade 1 and blended with other skills at this grade level.</i>                                  |
| <b>LA 7.1.3</b> | <b>Word Analysis:</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.                                                                           |
| LA 7.1.3.a      | Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.                                                      |
| <b>LA 7.1.4</b> | <b>Fluency:</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.                                               |
| LA 7.1.4.a      | Use reading strategies to persevere through text of increasing length and/or complexity.                                                                                                                                   |
| <b>LA 7.1.5</b> | <b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.                                                                                                      |
| LA 7.1.5.a      | Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.                                                                          |
| LA 7.1.5.b      | Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.                                                                   |
| LA 7.1.5.c      | Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.                                                                                                  |
| LA 7.1.5.d      | Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing. |
| LA 7.1.5.e      | Verify meaning and pronunciation of words or phrases using reference materials.                                                                                                                                            |
| <b>LA 7.1.6</b> | <b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.    |
| LA 7.1.6.a      | Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.                                                                                                                   |
| LA 7.1.6.b      | Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).                                                                      |
| LA 7.1.6.c      | Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).                                                       |
| LA 7.1.6.d      | Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.                                                                                                 |
| LA 7.1.6.e      | Summarize, analyze, and synthesize an informational text and/or media, using                                                                                                                                               |

- supporting details to formulate the main idea.
- LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 7.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 7.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 7.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<b>LA 7.3.1</b>	<b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
LA 7.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 7.3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
LA 7.3.1.c	Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
LA 7.3.1.d	Convey a perspective with clear reasoning and valid evidence.
LA 7.3.1.e	Ask pertinent questions to acquire or confirm information.
LA 7.3.1.f	Address alternative or opposing perspectives when appropriate to the mode of speaking.
<b>LA 7.3.2</b>	<b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.
LA 7.3.2.a	Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
LA 7.3.2.b	Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
LA 7.3.2.c	Complete a task following multi-step directions.
<b>LA 7.3.3</b>	<b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.
LA 7.3.3.a	Apply appropriate social etiquette and practice social protocols when communicating.
LA 7.3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
LA 7.3.3.c	Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
LA 7.3.3.d	Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
LA 7.3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 7.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 7.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 8



**LA 8.1** Reading: Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 8.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 8.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 8.1.3</b>	<b>Word Analysis:</b> Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
LA 8.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
<b>LA 8.1.4</b>	<b>Fluency:</b> Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
LA 8.1.4.a	Use reading strategies to persevere through text of increasing length and/or complexity.
<b>LA 8.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 8.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
LA 8.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
LA 8.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 8.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
LA 8.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.
<b>LA 8.1.6</b>	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
LA 8.1.6.a	Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.
LA 8.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).
LA 8.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
LA 8.1.6.d	Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.

- LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.
- LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 8.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 8.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 8.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses

LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 8.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 8.3.1** **Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 8.3.1.e Ask pertinent questions to acquire or confirm information.

LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 8.3.2** **Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 8.3.2.c Complete a task following complex multi-step directions.

**LA 8.3.3** **Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 8.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 8.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grades 9-10



**LA 10.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

<b>LA 10.1.1</b>	<b>Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 10.1.2</b>	<b>Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities. <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 10.1.3</b>	<b>Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.
LA 10.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
<b>LA 10.1.4</b>	<b>Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
LA 10.1.4.a	Adjust reading strategies to persevere through text of increasing length and/or complexity.
<b>LA 10.1.5</b>	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.
LA 10.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
LA 10.1.5.b	<i>Skills blended with 10.1.5.a at this level.</i>
LA 10.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 10.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
LA 10.1.5.e	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
<b>LA 10.1.6</b>	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
LA 10.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.
LA 10.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
LA 10.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).
LA 10.1.6.d	Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).
LA 10.1.6.e	<i>Skills blended with 10.1.6.d at this level.</i>

- LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 10.1.6.h *Skills blended with 10.1.6.g at this level.*
- LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.

<b>LA 10.2.1</b>	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
LA 10.2.1.a	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
LA 10.2.1.b	Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
LA 10.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
LA 10.2.1.d	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
LA 10.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
LA 10.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.
LA 10.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA 10.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 10.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
LA 10.2.1.j	Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
<b>LA 10.2.2</b>	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.
LA 10.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
LA 10.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.
LA 10.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
LA 10.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
LA 10.2.2.3	Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

<b>LA 10.3.1</b>	<b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
LA 10.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 10.3.1.b	Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
LA 10.3.1.c	Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
LA 10.3.1.d	Convey a perspective with clear reasoning and valid evidence.
LA 10.3.1.e	Ask pertinent questions to acquire or confirm information.
LA 10.3.1.f	Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
<b>LA 10.3.2</b>	<b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.
LA 10.3.2.a	Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
LA 10.3.2.b	Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
LA 10.3.2.c	Complete a task following complex multi-step directions.
<b>LA 10.3.3</b>	<b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.
LA 10.3.3.a	Integrate professional etiquette and social protocols when communicating.
LA 10.3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
LA 10.3.3.c	Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
LA 10.3.3.d	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
LA 10.3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 10.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
- LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 10.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grades 11-12



**LA 12.1 Reading:** Students will learn and apply reading skills and strategies to comprehend text.

- LA 12.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.  
*Mastered in Grade 1 and blended with other skills at this grade level.*
- LA 12.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.  
*Mastered in Grade 1 and blended with other skills at this grade level.*
- LA 12.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.
- LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
- LA 12.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
- LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.
- LA 12.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.
- LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
- LA 12.1.5.b *Skills blended with 10.1.5.a at this level.*
- LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
- LA 12.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
- LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- LA 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
- LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

- LA 12.1.6.e *Skills blended with 12.1.6.d at this level.*
- LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 12.1.6.h *Skills blended with 12.1.6.g at this level.*
- LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 12.2.1** **Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 12.2.2** **Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

- LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 12.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

- |                  |                                                                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LA 12.3.1</b> | <b>Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.                                                                               |
| LA 12.3.1.a      | Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.              |
| LA 12.3.1.b      | Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.                          |
| LA 12.3.1.c      | Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.                                                                         |
| LA 12.3.1.d      | Convey a perspective with clear reasoning and valid evidence.                                                                                                                                                               |
| LA 12.3.1.e      | Ask pertinent questions to acquire or confirm information.                                                                                                                                                                  |
| LA 12.3.1.f      | Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.                                                                                                                       |
| <b>LA 12.3.2</b> | <b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.                                                                                                             |
| LA 12.3.2.a      | Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital). |
| LA 12.3.2.b      | Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.                                                       |
| LA 12.3.2.c      | Complete a task following complex multi-step directions.                                                                                                                                                                    |
| <b>LA 12.3.3</b> | <b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.                                                                                                                   |
| LA 12.3.3.a      | Integrate professional etiquette and social protocols when communicating.                                                                                                                                                   |
| LA 12.3.3.b      | Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.                                                                         |
| LA 12.3.3.c      | Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.                                                                                   |
| LA 12.3.3.d      | Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.                                                                             |
| LA 12.3.3.e      | Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.                  |



## LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

### LA 12.4.1

**Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
- LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

### LA 12.4.2

**Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Appendix A

## Frequently Asked Questions



## Frequently Asked Questions:

### Q. How do standards and curriculum fit together?

A. “Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day-to-day teaching.” (Foundation for Excellence in Education, 2013).

Standards are the expectations for all Nebraska students. Standards are not an exhaustive list of what teachers are expected to teach. We know that some students will be able to do far more than what is listed and that others may take longer to achieve these goals.

Curriculum is how students will learn the standards. Curriculum decisions, including which textbook and programs to use, are made by local districts. Instructional decisions regarding student progress throughout the year are made in the classroom.

“Standards are the end. Curriculum is the means.” (Foundation for Excellence in Education, 2013)

### Q. Why aren't the standards and grade-level indicators written in language that students and families can understand?

A. The standards and grade-level indicators are written in precise, academic language to be used by educators. As with the previous standards, a version of student- and family-friendly standards will be made available following final approval by the Nebraska State Board of Education. The 2009 Student- and Family-Friendly Language Arts Standards are available at: <http://1.usa.gov/1A6T7yQ>.

### Q. Why not just adopt the Common Core State Standards (CCSS)?

A. The Nebraska State Board of Education has made the determination that adopting the Common Core State Standards is not an option for Nebraska. There are multiple reasons for this determination:

- Nebraska Rev. Stat. Section 79-760.01 that requires all standards to be reviewed every five years—currently there is no public plan in place to review or revise the CCSS (Nebraska Unicameral Legislature, 2008)

- Neb. Rev. Stat. Section 79-760.03 requires the implementation of statewide assessments in reading, math, and science, based upon the Nebraska State Standards (Nebraska Unicameral Legislature, 2008)
- Nebraska has a long-standing tradition of local control and sees value in the process and resultant standards produced by committees of practicing Nebraska educators
- Both an internal review done by NDE and an external comparison done by McREL indicates that the Nebraska State Standards are equally as rigorous as the CCSS, and in some cases, more rigorous

**Q. Why do the grade-level indicators sometimes state the same thing across several grade levels/spans? Why are some grade-level indicators the same in the 9/10 grade band as the 11/12 band while others are different?**

A. English language arts (ELA) is different from other curricular areas in that some of the skills and concepts taught each year are similar in nature, but grow in sophistication. Students are asked to demonstrate these skills and concepts at increasingly higher levels of performance. We often refer to these skills and concepts as being recursive. Other skills and concepts, however, are not recursive and must be introduced at differing levels. This is why some grade-level indicators are the same from one grade level/band to the next while others differ.

**Q. Why do some grade-level indicators not appear at every grade?**

A. Some skills become a part of larger skills or strategies and no longer need to be taught separately from other concepts. For example, some of the phonics skills taught at kindergarten and first grade become a part of more complex reading behaviors at higher grades, including word analysis, fluency, and comprehension. Other skills and strategies are more complex and are not introduced until later grades. For example, beginning in grade 6, students are asked to consider and address other points of view when speaking and responding. While this skill may be introduced in elementary, students are not expected to master this skill until the middle grades where argumentation becomes a more formal mode of writing and speaking.

**Q. Do students need to know if a root or affix is Greek, Latin, and Anglo-Saxon, or do they just need to know the root or affix?**

A. The goal of the grade-level indicators that mention these roots and affixes is to help students determine word meaning, know and apply spelling patterns, and use words in various forms. While students are not expected to know the origin of a root or affix, sometimes origins may be taught as a part of word study activities. It is not suggested that students memorize all roots and affixes; students should be taught these word parts during routine instruction, applying them as they determine word meaning and encounter new vocabulary across all content areas.

**Q. What is the purpose of the “e.g. lists” at the end of some grade-level indicators-- for instance: LA 2.1.6.b: Identify elements of literary text (e.g., characters, setting, plot)?**

A. These “e.g. lists” are meant to serve as clarifying examples. This is not an exhaustive list of every concept or skill that should be taught to meet the grade-level indicator. Some examples will change from one grade level to the next as skills or concepts grow in sophistication.

**Q. There are many references to digital resources and use of technology in the revised standards. Our school does not have the funding to provide a digital device to every student. How will we meet the increasing technological demands in the revised standards?**

A. Although students need to have access to digital devices and resources, meeting the standards does not require an individual digital device for each student. Most standards have multiple options for instruction and products that include high- and low-tech options. The standards were revised with the idea that technology will continue to evolve and become an even greater part of Nebraska students' lives. It is important that all students have the opportunity to learn 21<sup>st</sup> Century Skills, including the appropriate, responsible, and productive use of technology. Technology is an instructional tool that allows a student to move beyond the four walls of their classroom, and should be used to enhance and facilitate learning.

Two of the very best resources are your school's librarian and technology coordinator. Additional resources addressing the integration of technology into the curriculum are available through the Nebraska Department of Education's Network Education and Technology (NEaT) Team at <http://www.education.ne.gov/Neat/index.html>. Your local Educational Service Unit also can provide resources and support for technology integration.

**Q. It seems like students are taking more tests than ever. What are all of these tests and how will the revised standards impact these tests?**

A. Progress toward all standards should be measured at the classroom level as part of a balanced system of both formative and summative assessments. Formative assessments are ongoing formal and informal classroom assessments for the purpose of gauging students' progress and informing instructional decisions. Summative assessments are assessments of learning given at the completion of a unit, semester, year, or another terminal point where overall learning is measured. Many decisions regarding this system of assessments are determined at the local level.

The table below shows the summative assessments required of Nebraska's public school students according to either Federal or State legislation.

Grade	State			
	NeSA-R	NeSA-W	NeSA-M	NeSA-S
3	X		X	
4	X	X	X	
5	X		X	X
6	X		X	
7	X		X	
8	X	X	X	X
11	X	X	X	X

Adoption of revised State Standards will result in revised Nebraska State Accountability assessments (NeSA). Nebraska educators will help create revised table of specifications (TOS) that will detail which standards and indicators will be tested at each grade level. A timeline for revised NeSA assessments is currently being determined.

As in the past, not all grade-level indicators will be assessed on the Nebraska State Accountability assessments (NeSA). A table of specifications, which lists the standards and grade-level indicators

currently assessed at each grade level, can be found on the Office of Statewide Assessment's website at [http://www.education.ne.gov/assessment/NeSA\\_Reading.htm](http://www.education.ne.gov/assessment/NeSA_Reading.htm)

**Q. What resources will NDE provide to support the implementation of the standards once they are approved by the Nebraska State Board of Education?**

A. NDE will provide:

- a glossary of terms including concepts found in the ELA Standards as well as related terms and concepts
- a sample framework
- information on language registers
- information on copyright and fair use
- student/family-friendly version of the Nebraska ELA Standards in English and Spanish
- a crosswalk between the 2009 and 2014 Nebraska ELA Standards
- a crosswalk between the 2014 Nebraska ELA Standards and the Common Core State Standards
- an interactive version of the 2014 Nebraska ELA Standards which will include pop-up definitions, links, and annotated resources

**Q. What are the major differences between the 2009 and 2014 versions?**

A. The greatest differences can be summed up in two words: challenge and innovation. The 2014 standards foster deeper thinking, encourage innovation, and require students to support their thinking with evidence from the text or other sources. They also reflect the growing role of digital technology in student's lives by requiring schools to give students the opportunity to use technology effectively as a part of their learning.

When it comes to the numbers, 75% of the standards are the same or very similar to the 2009 standards. The revised and new standards serve to better flesh-out expectations that will promote readiness for college and career based upon conversations with Nebraska systems of higher education.

**Works Cited**

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# Appendix B

## 2014 Nebraska ELA Standards Glossary

(In progress)