LOUISIANA STUDENT STANDARDS
ENGLISH LANGUAGE ARTS

ELA Standards Reference Guide

The ELA Standards Reference Guide is designed to support educators in implementing the 2026 Louisiana Student Standards for English Language Arts. The guidance, definitions, and additional information ensure a clear understanding of the standards, which supports strong unit and lesson preparation. While some examples are included in this guide, they are not all encompassing.

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Grade K

Reading Standards for Literature

Standard	Guidance
RL.K.1: With prompting and support, ask and respond to questions about key details in a text.	**During Instruction:** ● Provide direct and explicit instruction in how to ask and respond to questions about a text. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc **Key Terms:** ● Prompting: asking guiding questions, providing sentence starters or sentence frames, etc ● Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc ● Key details: characters, setting, important events, main idea, etc
RL.K.2: With prompting and support, retell familiar stories, including key details.	**During Instruction:** ● Students retell the story from beginning to end in their own words. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. **Key Terms:** ● Familiar stories are easily understood or well-known stories that students are familiar with, such as *The Three Little Pigs.*
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	**During Instruction:** ● Students explain the who, what, when, where, and why in a story. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.4: With prompting and support, ask and respond to questions about unknown words in a text.	**During Instruction:** ● Students seek clarification about words with which they have no previous experience or exposure. ● Ask students questions to guide them in understanding unknown words in a text, using familiar context. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence

	frames, etc.
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	**During Instruction:** ● Students understand that there are different text types and that texts have different structures. ○ Example: “This is a poem because it has short lines and rhymes.”
RL.K.6: With prompting and support, define the role of the author and the illustrator in presenting a story.	**During Instruction:** ● Use a physical book to demonstrate the parts of the book that the author and illustrator created. ● Demonstrate where to find the author and illustrator names on the front cover of the book. ● Students understand that the author writes the words and the illustrator draws the pictures. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.7: With prompting and support, make connections between the illustrations in the story and the text.	**During Instruction:** ● Students understand that illustrations provide visual context that clarifies the information being read. **Examples:** ● depictions of animals, places, or experiences that are unfamiliar to students ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.8: (Not applicable to literature.)	● N/A
RL.K.9: With prompting and support, compare and contrast the experiences of characters in familiar stories.	**During Instruction:** ● Students can explain how the experiences of characters are alike or different. **Key Terms:** ● Familiar stories are easily understood or well-known stories that students are familiar with, such as *The Three Little Pigs*. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.10: Actively engage in group reading activities with purpose and understanding.	**During Instruction:** ● Students participate by asking and responding to questions related to the topic of a

	text to confirm or clarify their understanding.

Reading Standards for Informational Text

Standard	Guidance
RI.K.1: With prompting and support, ask and respond to questions about key details in a text.	**During Instruction:** ● Provide direct and explicit instruction in how to ask and respond to questions about a text. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. **Key Terms:** ● Prompting: asking guiding questions, providing sentence starters or sentence frames, etc ● Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc ● Key details: characters, setting, important events, main idea, etc
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	**During Instruction:** ● Students understand what the story is about and can give details to support their understanding. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. **Key Terms:** ● Key details: specific information learned about the main topic ● Example: Frogs lay eggs.
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**During Instruction:** ● Students explain how the details in a story are connected. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. **Examples:** ● Types of connections: cause and effect, sequential steps, etc
RI.K.4: With prompting and support, ask and respond to questions about unknown words in a text.	**During Instruction:** ● Students seek clarification about words with which they have no previous experience or exposure.

	• Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.5: Identify various text features of the front and back cover of a book.	**During Instruction:** • Students can explain that the title of the book will be on the front cover, which also may contain a picture, and the author's and illustrator's names. • Students can explain that the back cover may give the reader information about the book, the author, or additional books written by the author.
RI.K.6: With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text.	**During Instruction:** • Students understand that the author writes the words and the illustrator draws the pictures. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.7: With prompting and support, make connections between the illustrations and the text.	**During Instruction:** • Students understand that illustrations provide visual context that supports the information being read. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. **Examples:** • Students use the illustrations of depictions of the desert, ocean life, or machines from the text to expand their description of the topic.
RI.K.8: With prompting and support, identify the reason(s) an author gives to support point(s) in a text.	**Key Terms:** • Prompting: asking guiding questions, providing sentence starters or sentence frames, engaging students in a discussion about the supporting reasons given by the author, etc **During Instruction:** • Students identify what the author thinks or says and why the author thinks that about a topic. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.9: With prompting and support, identify similarities and differences between two texts on the same topic.	**During Instruction:** • Students can explain how two texts are either the same or different.

	• Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.10: Actively engage in group reading activities with purpose and understanding.	**During Instruction:** • Students participate by asking and responding to questions related to the topic text.

Reading Standards for Foundational Skills

Standard	Guidance
RF.K.1: Demonstrate understanding of the organization and basic features of print. a. *Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K)* b. Track words from left to right, top to bottom, and page by page. c. Understand that words are separated by spaces in print. d. Identify and name all upper- and lowercase letters of the alphabet. e. Locate words on a page. f. Distinguish between letters and words. g. Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation. h. Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.	**During Instruction:** • Students should be able to recognize how written language is structured. • Explicit instruction and practice are needed for students to demonstrate the skills in this standard. • Students learn concepts of print through authentic interaction with texts. Consistent teacher modeling and opportunities to practice in meaningful contexts. • Teachers help students understand that print is an organized system that carries meaning. **Key Terms:** • Locate words on a page: building students' awareness of print (e.g., identifying where a word begins and ends) **Additional Information:** • Part A of this standard also appears in Louisiana's Early Learning & Development Standards. Students in kindergarten should demonstrate mastery of this part of the standard early in the school year.
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. *Recognize and produce rhyming words. (Prerequisite standard from Pre-K)* b. *Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from Pre-K)* c. Blend and segment onsets and rimes of	**During Instruction:** • Students should understand words in multiple forms: whole words, words broken into syllables, and the individual sounds in words. • The teacher may ask students to identify the sound they hear at the beginning/middle/end of a word, and students respond with a singular sound. **Key Terms:** • A phoneme is the smallest unit of sound categorized into consonants and vowels.

single-syllable spoken words. d. Segment and blend phonemes in single-syllable spoken words. e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	○ Example: b /b/, c /k/, sh /sh/, etc. ● Blend: process of combining individual phonemes to pronounce a whole word ○ Example: /c/ /a/ /t/; cat) ● Segment: breaking words into their individual sounds/phonemes ○ Example: dog; /d/ /o/ /g/ ● Onset: initial consonant(s) that precede the vowel in a syllable ● Rime: vowel and any of the following consonants in a syllable ○ Example word: flag The onset is *fl* and the rime is *ag*. ● Isolate: identifying the individual sounds/phonemes in a word ○ Example: the medial sound in *sat*. Students would respond with /a/ ● Initial sound: the first sound in a CVC word ● Medial sound: the vowel sound in the middle of a CVC word ● Final sound: the last sound in a CVC word ● Add: adding a phoneme to a word to form a new word ○ Example: adding /s/ at the end of the word *sun* to form the word *suns* ● Delete: removing a phoneme from a word to form a new word ○ Example: removing /s/ from *stop* to form the word *top* ● Substitute: replacing a phoneme in a word with a different phoneme to form a new word ○ Example: replacing the /p/ in *pat* with /b/ to form the word *bat* **Additional Information:** ● Part A of this standard also appears in Louisiana's Early Learning & Development Standards. Students in kindergarten should demonstrate mastery of this part of the standard early in the school year.
RF.K.3: Know and apply grade-appropriate phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**During Instruction:** ● Students should be able to distinguish that the words *cat* and *hat* have different initial letter sounds. ● Explicit and systematic instruction and practice are needed for students to demonstrate the skills in this standard. **Key Terms:** ● Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds ● Word analysis skills: ability to break words into parts to understand their meaning ● Decode: understanding the relationship between letters and the sounds they make and then blending those sounds together to form words ● One-to-one letter-sound correspondence: understanding that each letter represents a specific sound

e. Encode CVC words.	• Encode: using known letter/sound correspondences to form words; spelling
RF.K.4: Read grade-level decodable texts with accuracy, automaticity, and understanding.	**During Instruction:** • Students apply the skills they've been taught by reading connected texts using known skills. • Students read decodable texts, also referred to as phonetically controlled texts, consisting of grapheme-phoneme correspondences that students have already learned or are currently learning. **Key Terms:** • Accuracy: students read words correctly using phonics knowledge • Automaticity: students are reading effortlessly, not decoding every single word • Understanding: students know what the text they read is about and can answer simple questions or retell

Writing Standards

Standard	Guidance
W.K.1: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	**During Instruction:** • Students state an opinion or preference about the topic or book, and provide a reason. • Students may use a combination of drawing, dictating, and/or speaking. • Engage in shared writing. • Model using sentence frames. ○ Example: I like _____ because _____. **Key Terms:** • Dictating: the teacher writes what the student says. **Examples:** • A student may draw their favorite animal from the text and tell the teacher why it's their favorite.
W.K.2: Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**During Instruction:** • Students tell the topic they're writing about and provide facts and details about it. • Explicit modeling and opportunities for practice are consistently provided. **Key Terms:** • Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly • Some information: simple, factual details

W.K.3: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	**During Instruction:** ● Students tell a story using a mix of pictures, talking, and beginning writing ● Events are shared to show what happened at the beginning, middle, and end. ● Writing may include labels or simple words that describe the action in the pictures. **Key Terms:** ● Narrative: a spoken or written account of connected events; a story
W.K.4: (Begins in grade 2)	● N/A
W.K.5: With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed.	**During Instruction:** ● Students and teachers listen to feedback and suggestions and make changes by adding details to or rewriting some or all of the writing. ● Students are revising their work through conversations with the teacher and their peers. ● Explicit modeling of adding details is essential. ● Example: Use a simple sentence (“I like dogs”) and model how to add more details (“I like dogs because they can run fast”). ● Students are not expected to do this independently. Teachers should ask prompting questions, offer suggestions, and model how to add details.

W.K.6: With guidance and support from adults, explore a variety of digital tools by participating in the production of a published work.	**During Instruction:**
	● With teacher guidance, students may:
	  ○ Dictate ideas while an adult types text into a digital document.
	  ○ Add drawings, photographs, or simple icons to support meaning.
	  ○ Participate in selecting fonts, colors, or layouts from teacher-curated options.
	  ○ Contribute to class books, digital slideshows, or multimedia presentations.
	  ○ Use touchscreens or keyboards in brief, structured ways (e.g., typing their name or selecting images).
	● Students are not expected to do this independently. Students are actively involved, but not responsible for managing the technology alone.

W.K.7: With guidance and support from adults, participate in shared research and writing projects.	**During Instruction:** ● Students work as a group or class to engage in research and create shared writing. ● Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. ● Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing. **Examples:** ● Ask and answer questions about a topic being studied. ● Share observations from books, videos, images, or real-world experiences.

	• Dictate facts or ideas while an adult records them. • Participate in class discussions to help organize information. • Contribute drawings or labels to a shared written product.
W.K.8: With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.	**During Instruction:** • Students use personal memories and provided books or pictures to find answers to a specific question. • Adult support helps students identify relevant facts from a source to solve a problem or learn something new. • Students should be explicitly taught how to listen to others, take turns speaking, wait appropriately, and stay on topic. • The teacher should establish simple discussion expectations. These routines should be modeled and reinforced consistently. • Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing.
W.K.9: (Begins in grade 4)	• N/A
W.K.10: (Begins in grade 3)	• N/A

Speaking and Listening Standards

Standard	Guidance
SL.K.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through at least two relevant exchanges.	**During Instruction:** • Students talk about topics and texts with their peers and teacher while following the guidelines outlined by the teacher. • The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. **Examples:** • Students provide information, and their peer/teacher asks a question about what was stated. Then the student provides additional information to confirm or clarify.
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood.	**During Instruction:** • Students ask and answer questions about key details, as well as ask questions to better understand something that they do not understand completely. • The teacher should model asking questions for clarity, use appropriate prompts to support student responses, and ask guiding questions.
SL.K.3: Ask and respond to questions about what a speaker	**During Instruction:**

says to seek help, information, or clarification.	• The student can ask and answer questions to better understand something that has been spoken to them.
SL.K.4: With prompting and support, provide additional details when describing familiar people, places, things, and events.	**During Instruction:** • Students provide additional information or details about people, places, things, and events that they already have some prior knowledge about.
SL.K.5: Provide additional details of given descriptions by adding drawings or other visual displays.	**During Instruction:** • After giving descriptions, students provide illustrations or other visual displays (using materials such as clay, sand, paint, pictures, and glue, etc.) to add additional details that support their descriptions.
SL.K.6: Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively.	**During Instruction:** • Students articulate their words and speak at a normal rate when expressing their thoughts, feelings, and ideas.

Language Standards

Standard	Guidance
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns, verbs, and prepositions. c. Form regular plural nouns orally by adding /s/ or /es/. d. Understand and use question words (interrogatives). e. Produce and expand complete sentences in shared language activities.	**During Instruction:** • Students generate grammatically correct sentences when speaking and writing. • Students accurately form upper- and lowercase letters. • Students use known nouns, verbs, and prepositions when speaking and writing. • Students understand that when referring to multiple things in writing, the nouns they are referring to will need the suffix -s or -es. • Students form grammatically correct sentences and enrich them with additional details. ○ Example: If a student initially says, "The dog barked," they might be encouraged to expand it to "The fluffy brown dog barked loudly at the mailman." **Key Terms:** • Question words: who, what, when, where, and why
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters (graphemes) for most	**During Instruction:** • Students write sentences using correct capitalization, punctuation, and spelling. • Students understand that each sentence begins with a capital letter. • Students understand that the pronoun "*I*" is always capitalized because it is the name they call themselves. • Students identify and name a period, exclamation mark, and question mark. • Students make connections between phonemes and graphemes by being able to

consonant and short-vowel sounds (phonemes). d. Encode simple words phonetically, drawing on knowledge of sound-letter relationships.	write a letter for a given sound. ● Students encode simple words by sounding them out phonetically.
L.K.3: (Begins in grade 2)	● N/A for kindergarten
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. With guidance and support, identify new meanings for familiar words and apply them accurately. b. With guidance and support, use the most frequently occurring inflections as a clue to the meaning of unknown word affixes.	**During Instruction:** ● Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. ● Students learn that some words have more than one meaning. ○ Example: The noun rock may be familiar, but the word rock as a verb may be unfamiliar. ● Students begin to understand the structural analysis of words (morphology) and how adding affixes changes the word. ○ Example: happy/unhappy, read/reread, joy/joyful, dog/dogs
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a better understanding of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms. c. Identify real-life connections between words. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**During Instruction:** ● Students understand how words connect to each other and how even small differences in meaning can affect communication. ● Students sort objects by color, shape, size, animal, weather, etc. ● Students relate words to their own experiences and to the world around them. ● Students demonstrate the difference between a look and a peek or a stare and a glare, and items that are large or gigantic, through their level of understanding of the words and the actions they perform in their demonstrations. **Examples:** ● Verb and Adjective - Synonym/Antonym: ○ Synonyms ○ Verb: jump/hop/leap ○ Adjective: big/huge ○ Antonyms ○ Verb: sit/stand or run/walk ○ Adjective: big/small
L.K.6: Use words and phrases acquired through conversations, reading, and read alouds, when communicating about texts.	**During Instruction:** ● Students use the vocabulary knowledge gained while engaging with texts in discussions about the texts.

Grade 1

Reading Standards for Literature

Standard	Guidance
RL.1.1: Ask and respond to questions about key details in a text.	**During Instruction:** ● Students ask clarifying questions or seek confirmation about the key details they identify in a text. ● Teachers provide direct and explicit instruction in how to ask and respond to questions about a text. **Key Terms:** ● Key details: characters, important events, setting, main idea, etc ● Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc
RL.1.2: Retell stories, including key details, and determine the central message or lesson.	**During Instruction:** ● Students tell the story from beginning to end in their own words, including key details that support their understanding and identification of the central message or lesson of the text.
RL.1.3: Describe characters, settings, and major events in a story, using key details.	**During Instruction:** ● Students explain the who, what, when, where, and why in a story using specific details from the text in their descriptions.
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**During Instruction:** ● Students identify sensory details in the story that appeal to their senses by creating a more vivid and engaging reading experience. **Example:** ● Words that the characters in the text might see, hear, smell, taste, or touch, and may also convey emotion(s)
RL.1.5: Explain the differences between books that tell stories and books that give information.	**During Instruction:** ● Students can distinguish between literature and informational texts and support their thinking with evidence from the text. ● Teachers provide direct and explicit instruction on the text features and structures, using academic language.
RL.1.6: Identify who is telling the story at various points in a text.	**During Instruction:** ● Students determine who is narrating/telling the story and what their point of view is, understanding that this is not always a character in the text.

	• Students should explain how the narrator's perspective may change in a text.
RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.	**During Instruction:** • Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place. • Teachers provide direct and explicit instruction to teach students that illustration provides additional information and that good readers read the words and observe the illustrations.
RL.1.8: (Not applicable to literature.)	• N/A
RL.1.9: Compare and contrast the experiences of characters in stories.	**During Instruction:** • Students identify the similarities and differences between the experiences characters have in a text. • The teacher should model how to pull specific details from the text to support comparisons.
RL.1.10: With prompting and support, read grade-level prose and poetry.	**During Instruction:** • Teachers model how to read and understand grade-level prose and poetry. • Teachers engage students in shared reading, choral reading, or echo reading of the text. • Students are not expected to do this independently. The teacher guides the learning. • Teachers offer targeted guidance, scaffolding, and differentiated instruction to ensure all students can access and engage with the text. • Teachers include pre-reading activities, vocabulary instruction, guided reading, text-dependent questions, and opportunities for collaborative discussion.

Reading Standards for Informational Text

Standard	Guidance
RI.1.1: Ask and respond to questions about key details in a text.	**During Instruction:** • Students ask clarifying questions or seek confirmation about the key details they identify in a text. **Key Terms:** • Key details: characters, setting, important events, main idea, etc
RI.1.2: Identify the main topic and retell key details of a text.	**During Instruction:**

	• Students identify the main topic of the text, which is the main subject of the text. • Students recall important facts, putting them in their own words. • Teachers model using the informational text features (e.g., headings, photos, captions, labels) to help students make sense of the text. • Teachers model thinking (e.g., "This text is mostly about…" "One important detail is…"). • Teachers ask focused questions (e.g., "What is this text about?" "What important details did we learn about …… from this text?"). **Additional Information:** • Students are naming what the text is about rather than identifying the main idea, which is a more developed statement about the topic.
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**During Instruction:** • Students describe the connections between two people, events, ideas, or pieces of information in a text. Student understanding is moving from what they learned to explaining how ideas fit together. • Teachers model identifying and locating connections. • Teachers ask questions to help students make connections. **Key Terms:** • Connections: sequence of events, cause and effect, function or purpose, association, etc.
RI.1.4: Ask and respond to questions to help determine or clarify the meaning of words and phrases in a text.	**During Instruction:** • Students ask clarifying questions and respond to guiding questions to determine the meaning of unknown words or phrases. • Teachers model asking questions to determine or clarify the meaning of words. • Teachers provide direct and explicit instruction on how to determine or clarify the meaning of words and phrases. • Teachers provide opportunities for students to practice.
RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossary) to locate key facts or information in a text.	**During Instruction:** • Students understand the purpose and function of text features, which offer an overview of the text's organization and page numbers for specific sections; and glossaries, which define specialized vocabulary. • Teachers explicitly teach each text feature, what it's for, and how to use it. • Teachers model using the text features to find and understand information effectively.
RI.1.6: Distinguish between information provided by illustrations and information provided by the words in a text.	**During Instruction:** • Students understand that illustrations provide visual context that represents,

	supports, and extends information being read in a text. **Examples:** ● Students engage in a read-aloud about the Sahara Desert, and the text provides a picture of the desert. While the text explains that there is sand and it is hot, students' prior knowledge of sand and hot may be connected to images of the beach. The illustration may provide clarity that the desert is hot, dry, sandy, and that there is no water in sight.
RI.1.7: Use the illustrations and details in a text to describe its key ideas.	**During Instruction:** ● Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place.
RI.1.8: Identify the reasons an author gives to support points in a text.	**During Instruction:** ● Students are identifying a point the author is making and the reasons the author gives to support that point. ● Teachers should model this process consistently, ask guiding questions, and use sentence frames when appropriate. **Additional Information:** ● A critical skill in comprehending non-fiction texts is the ability to identify and analyze the reasons an author provides to support their arguments or main points.
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**During Instruction:** ● Students identify how two texts are alike or different in their approach to the same topic. ● Teachers should model comparison thinking (e.g., “In this text I learned..... about....., but in the other text I learned...”).
RI.1.10: With prompting and support, read grade-level informational texts.	**During Instruction:** ● Teachers should model how to read and understand grade-level texts. ● Teachers engage students in shared reading, choral reading, or echo reading of the text. ● Students are not expected to do this independently. The teacher guides the learning. ● Teachers offer targeted guidance, scaffolding, and support to ensure all students can access and engage with the text. ● Teachers include pre-reading activities, vocabulary instruction, guided reading, text-dependent questions, and opportunities for collaborative discussion.

Reading Standards for Foundational Skills

Standard	Guidance
RF.1.1: Demonstrate understanding of the organization and basic features of print. a. Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). b. Print letters, words, and sentences legibly, leaving appropriate spaces between words.	**During Instruction:** ● Students should be able to recognize how written language is structured. ● Teachers should explicitly teach and model directionality, capitalization and punctuation, spacing between words, and proper letter formation and handwriting skills.
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**During Instruction:** ● Students should be able to understand words in multiple forms: whole words, words broken into syllables, and the individual sounds in words. ● Students should be able to hear the difference between one syllable words with a short or long vowel sound. ○ Example: bat/bate, bet/beet, bit/bite, sock/soak, or cut/cute. ● Students should be able to blend (the process of combining individual phonemes) sounds to create a word. ○ Example: /c/ /a/ /t/; cat **Key Terms:** ● Isolate: identifying the individual sounds/phonemes in a word ○ The teacher may ask students to identify the sound they hear at the beginning/middle/end of a word, and students respond with a singular sound. ○ Example: the medial sound in *pot* - Students would respond with /o/. ● Initial sound: the first sound in a word ● Medial sound: the vowel sound in the middle in a word ● Final sound: the last sound in a word ● Segment: breaking words into their individual sounds/phonemes. ○ The teacher may ask students to segment a given word. ○ Example: segment the word dog; /d/ /o/ /g/ or “Tell me all the sounds you hear in the word cat; /c/ /a/ /t/.”
RF.1.3: Know and apply grade-appropriate phonics and word analysis skills in decoding words. a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs. b. Decode and encode regularly spelled one-syllable words with known phonetic patterns.	**During Instruction:** ● Teachers adhere to the systematic, explicit phonics sequence in their high-quality instructional materials. ● Teachers provide daily practice in both decoding and encoding and use decodable readers aligned to taught patterns. **Key Terms:**

c. Know final -e and common vowel team conventions for representing long vowel sounds.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables.
f. Read grade-appropriate words with inflectional endings.
g. Read grade-appropriate irregularly spelled words, utilizing known spelling patterns.
h. Decode and encode simple words with r-controlled vowels.
	• Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds
	• Word analysis skills: the ability to break words into parts to understand their meaning
	• Decode: understanding the relationship between letters and the sounds they make and then blending those sounds together to form words
	• Consonant digraphs: two consonants that, when combined, create a single, unique sound that is different from the sounds of the individual letters
	  ○ Consonant digraphs: sh, ch, th, wh, and ph
	  ○ Example: /sh/ /o/ /p/, /ch/ /i/ /p/, /th/ /a/ /t/, /wh/ /i/ /p/, /gr/ /a/ /ph/
	• Encode: using known letter/sound correspondences to form words; spelling
	• Known phonetic patterns: phonics patterns/rules that have already been introduced
	• Final -e (silent e) makes the vowel long
	  ■ Examples: rake, bike, joke, cute
	• Vowel teams: ea, ee, oa, oe, ai, ay, ie
	  ■ Examples: read, keep, boat, toe, rain, play, pie
	• Syllable: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word
	  ■ Example: p**a**n/c**a**ke, p**i**c/n**i**c, h**a**p/p**y**, w**a**/t**er**
	• Support: to decode two-syllable words, follow these rules
	  ■ Rule 1: VC/CV – split 2 consonants that are between vowels
	  ● Example: mag/net, pop/corn
	  ■ Rule 2: C+le – ending -le usually takes the consonant before it to make one syllable
	  ● Example: bot/tle, puz/zle
	  ■ Rule 3: V/CV & VC/V – split before or after a consonant that comes between 2 vowels
	  ● Example: ti/ger, rob/in
	• Inflectional endings: suffixes added to the end of a word to change its grammatical function, such as tense, number, or case, without changing its core meaning or part of speech
	  ■ Endings include -s, -es, -ed, -ing, -er, and -est.
	• Irregular spellings: irregularly spelled words cannot be decoded, either because the sounds of the letters are unique to that word or a few words, or the student has not yet learned or has not been introduced to the letter-sound correspondences in the word
	  ■ Examples: of, the, was, have, said
	• R-controlled vowels: vowel-consonant combinations where the vowel sound is altered by the presence of the letter "r" immediately following it

	■ Examples: car, her, bird, corn, fur
RF.1.4: Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**During Instruction:** ● Teachers model fluent reading, demonstrating expression and phrasing. ● Teachers provide repeated, supported reading opportunities regularly, utilizing echo reading, choral reading, partner reading, or repeated readings of the same text. ● Students use surrounding words, phrases, and sentences to verify the accuracy of word recognition and deepen comprehension. **Key Terms:** ● Decodable texts, also referred to as phonetically controlled texts, are reading materials that consist of grapheme-phoneme correspondences that students have already learned or are currently learning. ● Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding. ● Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion.

Writing Standards

Standard	Guidance
W.1.1: Write opinion pieces about a topic or text, including a reason for the opinion, and provide a concluding statement.	**During Instruction:** ● Teachers model writing using appropriate sentence starters (e.g., “My opinion is…” “One reason is…”). ● Teachers model using sentence frames (e.g., “I think _____ because ____.”). ● Teachers provide shared and interactive writing opportunities before independent writing. **Key Terms:** ● Topic/Book introduction: clearly introduce the topic or the name of the book they are writing about ● Opinion statement: state a clear opinion or preference (e.g., "I think…", "My favorite…") ● Supporting reason: students provide at least one reason to support their opinion ● Closure: students provide a concluding sentence or statement
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement.	**During Instruction:** ● Students introduce the subject they are writing about: “I am writing about dogs.” ● Students include information, facts, and details related to the topic.

	Key Terms: ● Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly ● Closure: students provide a concluding sentence or statement to finish the piece
W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.	**During Instruction:** ● Students must write narratives (real or imagined stories) that include at least two events in the correct chronological order. ● Students include a conclusion or a sense of closure that relates to the story. **Key Terms:** ● Relevant details: details that relate directly to the story and the flow of events ● Temporal (time) words: words that show the progression of time or order (e.g., *first, next, then, finally, later*) ● Narrative: a spoken or written account of connected events; a story
W.1.4: (Begins in grade 2)	● N/A
W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**During Instruction:** ● Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. ● Students listen to feedback from classmates and teachers and make changes by adding details to or rewriting some or all of the writing. ● Teachers provide direct and explicit instruction in focusing students' writing, providing feedback, and adding details to writing. ● Teachers model how to respond to questions from peers and how to provide feedback to peers. ● Teachers use shared and interactive writing to demonstrate the process.
W.1.6: With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.	**During Instruction:** ● Students are using technology as a tool for communication and collaboration. ● Teachers integrate technology into existing writing tasks. ● Teachers model clear routines and expectations. **Examples:** ● With teacher and peer guidance, students may ○ Type, draw, or dictate into a digital document. ○ Add drawings, photographs, or simple icons to support meaning. ○ Participate in selecting fonts, colors, or layouts from limited, teacher-curated options. ○ Contribute to class books, digital slideshows, or simple multimedia presentations.

W.1.7: Participate in shared research and writing projects.	**During Instruction:** ● Students work as a group or class to engage in research and create shared writing. ● Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. **Examples:** ● Students ask and answer questions about a topic being studied. ● Students share observations from books, videos, images, or real-world experiences. ● Students participate in class discussions to help organize information. ● Students contribute drawings or labels to a shared written product.
W.1.8: With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.	**During Instruction:** ● Students use personal memories and provided books or pictures to find answers to a specific question. ● Teacher support helps students identify relevant facts from a source to solve a problem or learn something new. ● Students should be explicitly taught how to listen to others, take turns speaking, wait appropriately, and stay on topic. ● Teachers should establish simple discussion expectations. These routines should be modeled and reinforced consistently. ● Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing.
W.1.9: (Begins in grade 4)	● N/A
W.1.10: (Begins in grade 3)	● N/A

Speaking and Listening Standards

Standard	Guidance
SL.1.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). b. Build on the others' ideas during conversations by responding to the comments of others through at least two relevant exchanges. c. Ask questions to clear up any confusion about the	**During Instruction:** ● Students talk about topics and texts with their classmates and teacher while following guidelines outlined by the teacher. ● The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. Students ask clarifying questions to support understanding. ● Teachers provide explicit instruction and opportunities for practice listening to others, taking turns speaking, and staying on topic. These skills should be modeled and reinforced. ● Teachers provide sentence stems to prompt students to respond to each other.

topics and texts under discussion.	**Example:** • The student provides information, and their peer/teacher asks a question about what was stated, and then the student provides additional information to confirm or clarify.
SL.1.2: Ask and respond to questions about key details in a text read aloud or information presented orally or through other media.	**During Instruction:** • Students are hearing information, processing it, asking questions, and responding to demonstrate their understanding. • Students ask and answer questions about key details presented during a read aloud, audio recording, video, or digitally.
SL.1.3: Ask and respond to questions about what a speaker says to gather additional information or seek clarification.	**During Instruction:** • Students ask and answer questions about information given orally to collect additional information or clarify any misunderstandings. • Teachers model questioning during instruction. • Teachers provide explicit instruction on using question stems.
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace.	**During Instruction:** • Students describe people, places, things, and events while providing important details. Students' descriptions convey their ideas and feelings clearly. • Students articulate their words and speak at a normal rate so that they are easily understood. • Teachers model adding details (e.g., "Instead of saying 'I learned about dogs,' I can say…"). • Teachers provide students with sentence frames. • Teachers give students frequent, structured speaking opportunities.
SL.1.5: Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.	**During Instruction:** • After giving descriptions, students are able to provide illustrations or other visual displays that ensure the clarity of the ideas, thoughts, and feelings being described. **Key Terms:** • Visual displays: painting, cut and paste, digital images, etc.
SL.1.6: Produce complete sentences when appropriate to the task, audience, and situation.	**During Instruction:** • Students form complete thoughts in the form of sentences that are aligned to the task, audience, and situation. • Students need consistent modeling and prompting of this skill. **Examples:** • Prompting: "Can you say that in a complete sentence?" or "Tell me more about…"

Language Standards

Standard	Guidance

L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Legibly print all upper- and lowercase letters.
b. Use common, proper, and possessive nouns.
c. Use singular and plural nouns with matching verbs in basic sentences.
d. Use personal and possessive pronouns.
e. Use verbs to convey a sense of past, present, and future.
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions.
h. Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives).
i. Use frequently occurring prepositions.
j. Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	During Instruction:
	● Students generate grammatically correct sentences when speaking and writing.
	● Students accurately form all upper- and lowercase letters.
	● Students demonstrate understanding that common nouns are lowercase, proper nouns are capitalized, and possessive nouns show ownership and need an apostrophe s.
	● Students demonstrate understanding of subject-verb agreement.
	  ● Example: (single noun) The dog sleeps. (plural noun) The dogs sleep.
	● Students demonstrate understanding of what an adjective describes.
	● Students demonstrate understanding that a conjunction is a word that connects words, phrases, or clauses in a sentence (and, or, so, but, etc.).
	● Students generate sentences of differing complexities that are statements, questions, commands, or exclamations.
	Key Terms:
	● Personal pronouns: I, me, my, he, she, him, her, us, them, they, we, it
	● Possessive pronouns: mine, his, hers, ours, yours, theirs, its
	● Verb tenses: walking (present), walked (past), will walk (future)
	● articles (a, an, the), demonstratives (this, that, these, those)
	  ○ The dog ran quickly down the road.
	  ○ These apples taste delicious.
	● Prepositions: to, around, below, under, above, in, on, etc.

L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use appropriate punctuation for each sentence type. c. Use commas in dates and to separate single words in a series. d. Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words. e. Utilize known spelling patterns to encode untaught words.	**During Instruction:** ● Students write sentences using correct capitalization, punctuation, and spelling. ● Students understand the difference between declarative, interrogative, imperative, and exclamatory sentences and their accompanying punctuation. ● Students encode (*write*) words utilizing spelling patterns that have been introduced. ● Students encode (*write*) words by using knowledge of known spelling patterns to sound out and write the word that has not been previously introduced.
L.1.3: (Begins in grade 2)	● N/A

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of frequently occurring affixes to interpret the meaning of a word. c. Identify frequently occurring root words and their inflectional forms.	**During Instruction:** ● Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. ● Students gain an understanding that some words have more than one meaning. ○ Example: The noun “rock” may be familiar, but the word “rock” as a verb may be unfamiliar. **Key Terms:** ● Affixes: word parts that are added to a root word to change its meaning or grammatical function - They are bound morphemes, meaning they cannot stand alone and must be attached to a word. ○ Prefixes: test/pretest, read/reread, take/mistake, happy/unhappy ○ Suffixes: jump/jumping, play/player, hop/hopped ● Inflectional forms are altered versions of a word that show how the word is used in a sentence, often through changes in spelling or endings. These changes, called inflections, indicate grammatical features like number, person, mood, or tense. ○ Example: (root word) walk, (inflectional forms) walks, walking, walked
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to gain a better understanding of the concepts the categories represent. b. Categorize words by describing one or more of their key distinguishing attributes. c. Identify real-life connections between words and their distinguishing characteristics. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**During Instruction:** ● Students understand how words connect and how even small differences in meaning can affect communication. ○ Word sorts could be by: meaning, parts of speech, root, etc. ○ Parts of speech examples: (words that are nouns) dog, boy, Mom, home, bike, (words that are verbs) jumping, sleep, ride, play ● Students sort words by identifying a given root word. ○ Example: star, bus, car, starlight, light, bright, superstar, train, stars ○ Real-life connections between words involve understanding how words describe objects, actions, and emotions we experience. ○ Example: "spicy" can be connected to foods like chili peppers, and "cozy" is associated with comfortable places like a warm bed **Key Terms:** ● Distinguishing characteristics refer to the unique features or qualities that differentiate similar words, such as the subtle differences between "throw," "toss," and "hurl." ● Shades of meaning can be thought of as a group of synonyms that have varying degrees of strength: big, large, huge, gigantic. ○ Support: introduce by modeling or giving an image/representation to support understanding
L.1.6: Use words and phrases acquired through	**During Instruction:**

conversations, reading, read alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	• Students use the vocabulary knowledge gained while engaging with texts. • Students practice using frequently occurring conjunctions to clearly signal simple relationships between ideas and clauses, thereby enhancing the coherence and clarity of their communication.

Grade 2

Reading Standards for Literature

Standard	Guidance
RL.2.1: Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.	**During Instruction:** • Students deepen their understanding of the text through purposeful questioning and evidence. • Students ask questions to clarify their own understanding, as well as answer questions to demonstrate their understanding of the text. • Teachers model questioning (e.g., "I'm wondering why the character did…"). **Key Terms:** • Key details: characters, important events, setting, main idea, etc **Additional Information:** • This is the first grade level where students are also asking and responding to "why" and "how" questions in this standard, which requires a deeper level of thinking. This builds students' skills in inferencing and reasoning.
RL.2.2: Recount stories, including fables and folktales from a variety of traditions and determine their central message, lesson, or moral.	**During Instruction:** • Students recount what happened in a text and make meaning of what they read. • Teachers utilize story maps or sequencing tools from the HQIM to support student understanding. • Teachers model determining the message by using think-aloud questions (e.g., "What did ….. learn?" "What does that teach us?"). **Key Terms:** • Recount: includes key events in order, focuses on the most important parts of the story, and avoids unnecessary details • Central message: the main lesson or idea the author wants the reader to understand; the big idea of the story
RL.2.3: Describe how characters in a story respond to major events and challenges.	**During Instruction:** • Students identify and articulate the major, relevant events and challenges the characters in a story encounter. • Teachers ask guiding questions to support students in identifying key events. Then

	ask additional questions to help students connect the events to the responses. ● Teachers provide sentence frames, as needed. **Key Terms:** ● Respond: actions, emotions, decisions, or reactions ● Major events and challenges: problems or conflicts, turning points, big changes, or obstacles
RL.2.4: Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.	**During Instruction:** ● Students examine how the specific word choice and arrangement of words and phrases contribute to both the rhythm and the underlying meaning. ● Students use context within a sentence to determine the meaning of words or phrases, and how the author's chosen words help create the mood, imagery, and understanding of the text. ● Teachers provide direct and explicit instruction to support students in understanding how word choice impacts meaning and sound. ● Teachers model thinking about words (e.g., "Why did the author use this word?" What does this word make me think of?"). **Key Terms:** ● Rhythm: the beat or flow of language; repetition of sounds or patterns
RL.2.5: Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	**During Instruction:** ● Students can explain that the purpose of an introduction is to grab the reader's attention, establish the setting, and introduce the main character or conflict; while the ending is the final part of the story where the plot is resolved, loose ends are tied up, and the reader experiences a sense of closure. ● Teachers ask structure-focused questions (e.g., "What do we learn at the beginning?" "What happens at the end?" "How does the story start and finish?"). ● Teachers use consistent language (e.g., introduce, develop, conclude). **Key Terms:** ● Overall structure: beginning, middle, and ending of a story
RL.2.6: Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**During Instruction:** ● Students understand that stories may have more than one point of view, and students are able to explain how the points of view are different. ● Students understand when reading dialogue that the dialogue represents different characters and that when reading the dialogue, students should change their voice to match what is being read. ● Teachers model expressive reading by changing your voice based on the character, using tone, expression, and volume.

	• Teachers provide frequent opportunities for repeated reading. **Key Terms:** • Point of view: how different characters think, feel, or see a situation
RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**During Instruction:** • Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place. • Students should refer to both the words and images, and combine them to explain their understanding of the text. • Teachers model integrating information from both the words and illustrations in the text. **Key Terms:** • Demonstrate understanding: explain the traits or feelings of a character, describe the setting, and explain the plot **Examples:** • "The character is scared. The text says that she heard a loud noise, and the picture shows her hiding under her blanket."
RL.2.8: (Not applicable to literature.)	• N/A
RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different traditions.	**During Instruction:** • Students compare and contrast the different representations of the same story, told by different authors, and represent different traditional aspects. • Students demonstrate understanding that stories change based on who tells them and where they come from, but some elements of the story stay the same. • Teachers model asking and answering focused questions to determine similarities and differences. **Examples:** • After reading two versions of the same story in your HQIM, ask students what's the same in both stories and what's different.
RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** • Students should read grade-level texts independently and have support when engaging with more complex texts. • Teachers provide repeated opportunities to read and discuss texts. **Key Terms:** • Proficiently: students should understand what they read, answer questions about key details and meaning, and read with enough fluency to support comprehension **Additional Information:**

	• A text's complexity is based on both its quantitative and qualitative measures. • Quantitative measures include sentence length, word length, word frequency, and text cohesion is associated with a text's Lexile level. • Qualitative measures are subjective evaluations of features such as purpose, structure, language, and knowledge demands, and are associated with a grade band.

Reading Standards for Informational Text

Standard	Guidance
RI.2.1: Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.	**During Instruction:** • Students use knowledge of key details to both generate and answer questions about the text. • Students ask questions to clarify their own understanding, as well as answer questions to demonstrate their understanding of the text. • Teachers model thinking aloud about the text (e.g., "I'm wondering how this ..... works"). • Teachers ask guiding questions to have students focus on key details. **Key Terms:** • Key details: characters, important events, setting, main idea, etc. **Additional Information:** • This is the first grade level where students are also asking and responding to "why" and "how" questions in this standard, which requires a deeper level of thinking. This builds students' skills in inferencing and reasoning.
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**During Instruction:** • Students identify the main topic of the text and include key details that support their understanding of it, as presented across multiple paragraphs. • Students must shift from thinking of a whole text as a single chunk to seeing it as parts with purpose. **Additional Information:** • Students are naming what the text is about rather than identifying the main idea, which is a more developed statement about the topic.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**During Instruction:** • Students explain how multiple topics in a text are connected. • Teachers model using signal words when thinking aloud. • Teachers ask targeted questions to help students make connections (e.g., "What

	happened first? What happened after?" "Why did .... happen?" "How are these ideas connected?"). ● Students utilize graphic organizers to map out events in the text. **Key Terms:** ● Describe the connection: students use specific language to connect information (e.g., "First..., then..., next..." "Because of ....., ... happened."). **Examples:** ● Historical events: understand timelines or how events influence each other ● Scientific ideas or concepts: how ideas (e.g., how plants grow) relate ● Technical procedures: steps in a process
RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	**During Instruction:** ● Students determine the meaning of words or phrases by utilizing their word and structural analysis knowledge of words and/or associating the words in context. ● Students utilize context clues, text features, and their word analysis knowledge, not memorization practices. ● Teachers model using context clues, text features, and word analysis knowledge to determine the meaning of words and phrases.
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossary, index) to locate key facts or information in a text efficiently.	**During Instruction:** ● Students understand the purpose and function of text features, which offer an overview of the text's organization and page numbers for specific sections; and glossaries, which define specialized vocabulary. ● Teachers explicitly teach each text feature, what it's for, and how to use it. ● Teachers model using the text features to find and understand information effectively.
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**During Instruction:** ● Students identify the main purpose of a given text by discerning the author's primary objective in creating the work, such as answering a specific question, providing information, or providing a solution to a problem. ● Teachers ask questions to help students understand the author's purpose for writing a text. ● Teachers leverage opportunities in the HQIM for students to justify their understanding of the main purpose of a text with evidence.
RI.2.7: Explain how specific images (e.g., diagrams) contribute to and clarify a text.	**During Instruction:** ● Students understand that using images provides a visual context that supports the information presented in text. ● Students explain what the image shows and how it helps them better understand

	the information in a text. ● Teachers model how to “read” images (e.g., charts, diagrams) to understand the content.
RI.2.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**During Instruction:** ● Students explain the intentional connections in an informational text. ● Teachers model using annotations to identify how information in the text is connected. **Key Terms:** ● Comparison: identifying similarities and differences between two or more ideas, concepts, or entities; words and phrases such as "similarly," "likewise," "in contrast," "however," and "on the other hand" often signal a comparative relationship ● Cause/Effect: cause is the reason something happens, and the effect is the result; Signal words for cause/effect relationships: "because," "since," "therefore," "consequently," "as a result," and "due to" ● Sequence: the order in which events or ideas are presented; transition words and phrases: "first," "next," "then," "after that," "finally," "initially," and "subsequently"
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	**During Instruction:** ● After identifying the main points of each text, students analyze the points to determine how they relate or differ. ● Teachers model using comparative thinking to demonstrate how to compare and contrast the ideas presented in each text.
RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** ● Students should read grade-level texts independently and have support when engaging with more complex texts. ● Teachers provide repeated opportunities to read and discuss texts. **Key Terms:** ● Proficiently: students should understand what they read, answer questions about key details and meaning, and read with enough fluency to support comprehension **Additional Information:** ● A text's complexity is based on both its quantitative and qualitative measures. ● Quantitative measures include sentence length, word length, word frequency, and text cohesion. This is represented by a numerical value. ● Qualitative measures are subjective evaluations of features such as purpose, structure, language, and knowledge demands, and are associated with a grade band.

Reading Standards for Foundational Skills

Standard	Guidance
RF.2.1: Print letters, words, and sentences legibly utilizing accurate conventions of print.	**During Instruction:** • Students' written work is formed correctly, neat, and readable. • Students use appropriate spacing between letters and words.
RF.2.2: (Mastered in Grade 1)	• N/A
RF.2.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode and encode regularly spelled two-syllable words with long and short vowels. b. Decode and encode words with variable vowel teams and vowel diphthongs. c. Decode and encode words with open and closed syllables and consonant -le. d. Decode and encode words with common prefixes and suffixes. e. Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.	**During Instruction:** • Teachers provide direct and explicit phonics instruction to teach syllable types. • Teachers leverage regular opportunities for practice decoding and encoding. • Students apply the learned patterns in authentic texts. **Key Terms:** • Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds • Word analysis skills: the ability to break words into parts (syllables) to understand their meaning • Decode: understanding the relationship between letters and the sounds they make and then blending those sounds to form words • Encode: using known letter/sound correspondences to form words; spelling. • Two-syllable words have two distinct sound units that can be divided into two parts based on vowel sounds. ○ Long vowel example: table - ta/ble ○ Short vowel example: helmet - hel/met • Vowel teams: ea, ee, oa, oe, ai, ay, ie ○ Examples: read, keep, boat, toe, rain, play, pie • Diphthong: a gliding vowel, where the sound begins as one vowel sound and moves to another vowel sound ○ Examples: oi (oil), oy (boy), ou (loud), ow (cow), au (August), aw (raw), oo (pool) • Open syllable: ends with a vowel sound, often a long vowel sound ○ Examples: he, she, baby, lazy, decide, flavor • Closed syllable: ends with a consonant, often a short vowel sound ○ Examples: hat, bed, napkin, picnic, sandbox, dentist • Irregular spellings: irregularly spelled words cannot be decoded, either because the sounds of the letters are unique to that word or a few words, or the student has not yet learned or has not been introduced to the letter-sound correspondences in the word ○ Examples: of, the, was, have, said

	Examples: ● Prefix ○ re-: reread ○ un-: unhappy ○ pre-: pretest ○ dis-: dislike ○ mis-: misplace ● Suffix ○ ful: helpful ○ -less: careless ○ -ly: quickly ○ -er: bigger ○ -ed: walked
RF.2.4: Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**During Instruction:** ● Teachers model fluent reading, demonstrating expression and phrasing. ● Teachers provide repeated, supported reading opportunities regularly, utilizing echo reading, choral reading, partner reading, or repeated readings of the same text. ● Students use surrounding words, phrases, and sentences to verify the accuracy of word recognition and deepen comprehension. **Key Terms:** ● Decodable texts, also referred to as phonetically controlled texts, are reading materials that consist of grapheme-phoneme correspondences that students have already learned or are currently learning. ● Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding ● Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion

Writing Standards

Standard	Guidance
W.2.1: Write opinion pieces about a topic or text. a. State an opinion. b. Supply reasons that support the opinion. c. Use linking words to connect opinions and reasons. d. Provide a concluding statement or section.	**During Instruction:** ● Students clearly state the topic or book they are writing about. ● Students form and clearly express an opinion about the topic, and supply reasons to support their stated opinion. Students use words to connect their opinions and reasons (e.g., *because, and, also*).

	• Students end the writing with a concluding statement or section.
W.2.2: Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to develop points. c. Provide a concluding statement or section.	**During Instruction:** • Students must clearly introduce the topic they are writing about. • Students use facts and definitions to expand on their points, moving beyond simple listing. **Key Terms:** • Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly • Concluding statement: reminds the reader of the topic or opinion and signals that the writing is finished
W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion.	**During Instruction:** • Students conclude their writing with a sense of completion. • Teachers should emphasize story structure over length. The writing should have a beginning, middle, and end and follow a clear sequence. • Teachers model using shared writing. **Key Terms:** • Narrative: a spoken or written account of connected events; a story • Well-elaborated: events are expanded and include enough detail to make sense and feel complete • Temporal/Transitional words: signal the order of events (e.g., *first, then, after that, finally*) • Relevant details: specific details about what happened
W.2.4: With guidance and support from adults, produce writing in which the development is appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**During Instruction:** • Students demonstrate the different expectations of different types of writing, and that writing should change depending on the purpose and task. • Teachers model the expectations of each type of writing. • Teachers model thinking aloud when developing writing. • Teachers engage students in shared writing.
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**During Instruction:** • Students write with a specific "why" in mind and think about who will be reading their work. • Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. • Students revise and edit their work so the writing is clear, short, and correct. • Students rewrite parts of their paper or the whole thing if it helps make the message stronger.

	• Teachers provide direct and explicit instruction in focusing students' writing, providing feedback, and adding details to writing. • Teachers model how to respond to questions from peers and how to provide feedback to peers. • Teachers use shared and interactive writing to demonstrate the process.

W.2.6: With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.	**During Instruction:**
	• Students are using technology as a tool for communication and collaboration.
	• Teachers integrate technology into existing writing tasks.
	• Teachers model clear routines and expectations.
	Examples:
	• With teacher and peer guidance, students may
	  ○ Students type, draw, or dictate into a digital document.
	  ○ Add drawings, photographs, or simple icons to support meaning.
	  ○ Participate in selecting fonts, colors, or layouts from limited, teacher-curated options.
	  ○ Contribute to class books, digital slideshows, or simple multimedia presentations.

W.2.7: Participate in shared research and writing projects.	**During Instruction:** • Students work as a group or class to engage in research and create shared writing. • Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. **Examples:** • Ask and answer questions about a topic being studied. • Share observations from books, videos, images, or real-world experiences. • Participate in class discussions to help organize information. • Contribute drawings or labels to a shared written product.
W.2.8: Use information from experiences and gather additional information from provided sources to answer a question.	**During Instruction:** • Students combine background knowledge with facts found in books or digital tools to answer a specific question. • Students identify relevant details from provided sources to help explain a topic. • Teachers model how to combine background knowledge with information from a text.
W.2.9: (Begins in grade 4)	•
W.2.10: (Begins in grade 3)	•

Speaking and Listening Standards

Standard	Guidance
SL.2.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**During Instruction:** • Students talk about topics and texts with their classmates and teacher while following guidelines outlined by the teacher. • The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. Students ask clarifying questions to support understanding. • Teachers provide explicit instruction and opportunities for practice listening to others, taking turns speaking, and staying on topic. These skills should be modeled and reinforced. • Teachers provide sentence stems to prompt students to respond to each other. **Example:** • The student provides information, and their peer/teacher asks a question about what was stated, and then the student provides additional information to confirm or clarify.
SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**During Instruction:** • Students express understanding of a text read or presented to them orally by recounting the key ideas or details identified. • Teachers provide direct and explicit instruction in distinguishing key ideas that help explain what the text was mostly about and interesting details that are not essential to meaning. • Teachers model retelling. • Teachers provide appropriate sentence frames to help students retell.
SL.2.3: Ask and respond to questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**During Instruction:** • Students ask and answer questions about information given orally to collect additional information, clarify any misunderstandings, or deepen their understanding of a topic. • Teachers model asking questions to clarify and deepen understanding. • Teachers model how to listen to a response and ask another question.
SL.2.4: Tell a story or recount an experience effectively, including appropriate facts and relevant details, speaking clearly at an understandable pace.	**During Instruction:** • Students tell a story from beginning to end, providing facts and details that are relevant to the story. • Students articulate their words and speak at a normal rate so that they are easily understood.

SL.2.5: With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately.	**During Instruction:** ● With guidance and/or support, students provide illustrations or other visual displays (e.g., painting, cut and paste, digital images) that ensure the clarity of the ideas, thoughts, and feelings represented in stories or poems.
SL.2.6: Produce complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.	**During Instruction:** ● Students form complete thoughts in the form of sentences that are aligned to the task, audience, and situation. ● Students need consistent modeling and prompting of this skill. **Examples:** ● Prompting: “Can you say that in a complete sentence?” or “Tell me more about…”

Language Standards

Standard	Guidance

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Use collective nouns.
b. Use frequently occurring irregular plural nouns.
c. Use reflexive pronouns and indefinite pronouns.
d. Use the past tense of frequently occurring irregular verbs.
e. Effectively use adjectives and adverbs.
f. Produce, expand, and rearrange complete simple and compound sentences.
	During Instruction:
	● Students generate grammatically correct sentences when writing and speaking.
	Key Terms:
	● Collective nouns: words that refer to a group (team, family, flock, herd, class, etc.)
	● Irregular plural nouns: nouns that form their plural forms in ways other than adding "-s" or "-es" to the end of the singular form
	  ● Examples:
	  ■ mouse - mice
	  ■ goose - geese
	  ■ foot - feet
	  ■ tooth - teeth
	  ■ Reflexive pronouns: myself, herself, ourselves
	  ■ Indefinite pronouns: someone, everybody, nothing
	● Irregular verbs in the past tense don't follow the standard "-ed" rule.
	  ○ Examples:
	  ■ "go" (went), "eat" (ate), "see" (saw), "take" (took), "give" (gave), "drink" (drank), "drive" (drove), and "fly" (flew)
	  ■ Students generate sentences of differing complexities that are statements, questions, commands, or exclamations.

L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**During Instruction:** ● Students write sentences using correct capitalization, punctuation, and spelling. ● Students use correct capitalization for the names of holidays, products, and

a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials when appropriate to confirm or correct spellings.	geographical features. ● Students use commas effectively when writing a letter. ● Students understand that an apostrophe is needed to effectively form a contraction and to show possession. ● Students understand how letter combinations represent sounds, recognizing common prefixes, suffixes, and root words, and demonstrate the ability to apply their knowledge of spelling patterns to new and unfamiliar words. ● Students use their current levels of both foundational skills and/or vocabulary knowledge acquired through reading to encode (*write/spell*) words correctly and then, if needed for clarity or to confirm the spelling, students may consult references such as a dictionary, student materials, or texts as needed.
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**During Instruction:** ● Students use proper grammar, word choice, and sentence structure. ● Students distinguish between when to use formal and informal English. ● Teachers provide gentle, consistent correction in supporting students to use formal English in appropriate settings. **Additional Information:** ● The English language offers a spectrum of expression, ranging from highly structured and precise formal usage to more relaxed and conversational informal usage. The choice between formal and informal English depends heavily on the context, audience, and purpose of communication. ● Formal English focuses on grammatical rules, precise vocabulary, and objective tone. It is typically used in professional, academic, or official settings where clarity, accuracy, and respect are necessary. ● Informal English is more relaxed, personal, and conversational. It is commonly used in everyday interactions with friends, family, and close colleagues.
L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. c. Use a known root word to determine the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to	**During Instruction:** ● Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. ● Students gain an understanding that some words have more than one meaning. ○ Example: The noun rock may be familiar, but the word rock as a verb may be unfamiliar. ● Students use root words to determine the meaning of other words: add, adding, addition, additional ● Students break compound words into their individual words to determine the meaning of the words when put together. ■ Example: cupcake

determine the meaning of compound words. e. Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.	○ cup - a small bowl or curved-shaped container ○ cake - a soft, sweet baked food, often decorated on top ○ cupcake - a sweet baked good that has a curved shape that allows for a decorative, edible topping ● Students understand that they can independently refer to reference materials to determine the meaning or clarify the meaning of unknown words. **Key Terms:** ● Affixes: word parts that are added to a root word to change its meaning or grammatical function. They are bound morphemes, meaning they cannot stand alone and must be attached to a word. ○ Prefixes: test/pretest, read/reread, take/mistake, happy/unhappy ○ Suffixes: jump/jumping, play/player, hop/hopped
L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Use appropriate descriptive language to connect words to real-life experiences. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**During Instruction:** ● Students demonstrate understanding of how words connect and how even small differences in meaning can affect communication. **Key Terms:** ● Real-life connections between words: understanding how words describe objects, actions, and emotions we experience ○ Example: "spicy" can be connected to foods like chili peppers, and "cozy" is associated with comfortable places like a warm bed. ● Distinguishing characteristics: the unique features or qualities that differentiate similar words, such as the subtle differences between "throw," "toss," and "hurl" ● Shades of meaning: a group of synonyms that have varying degrees of strength (e.g., big, large, huge, gigantic)
L.2.6: Use words and phrases acquired through conversations, reading, read alouds, and responding to texts, including using adjectives and adverbs to provide descriptions.	**During Instruction:** ● Students build vocabulary knowledge by incorporating new words and phrases gained through various forms of engagement with language, which include actively participating in conversations, engaging with complex grade-level texts, listening to read-aloud, and responding to different texts. ● Students should also emphasize the deliberate and effective use of adjectives and adverbs to enhance descriptions, adding detail and nuance to both written and spoken communication.

Grade 3

Reading Standards for Literature

Standard	Guidance
RL.3.1: Refer explicitly to details and examples from a text when asking and responding to questions.	**During Instruction:** ● Students ask and answer questions about what they read, using specific details and examples from the text to explain their thinking. ● Students use specific events from the text, character actions or dialogue, and/or descriptive details that support an idea. ● Teachers model responding to questions and thinking aloud about the specific information from the text that supports their response. ● Teachers model how to reread sections of the text to confirm answers to questions.
RL.3.2: Recount stories, including fables, folktales, and myths from a variety of traditions; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	**During Instruction:** ● Students recount what happened in a text and make meaning of what they read. ● Students identify the main lesson or idea that the author wants the reader to understand. ● Students explain the details that support their understanding of the main lesson or idea. ● Teachers model how to identify specific details in the text that support the central idea or theme. ● Teachers model how to recount the story. **Key Terms:** ● Recount: includes key events in order, focuses on the most important parts of the story, and avoids unnecessary details ● Central message: the main lesson or idea the author wants the reader to understand; the big idea of the story
RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**During Instruction:** ● Students provide descriptions of the characters in a story by identifying their traits, motivations, and/or feelings. ● Students understand that paying attention to how characters act and react supports understanding of the story's plot, the characters themselves, and the overall message the author is trying to convey. ● Teachers model thinking aloud about how to use the specific details to describe the characters, settings, or events.
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral	● Students differentiate between language used literally and the language that is used nonliterally.

language.	• Teachers model thinking about words (e.g., “Why did the author use this word?” What does this word make me think of?”). **Key Terms:** • Literal language: words and phrases used in their most basic and straightforward sense, conveying a meaning that is precise and unambiguous. • Nonliteral language: utilizes words and phrases in a way that goes beyond their conventional or dictionary meaning to create a more impactful, evocative, or imaginative effect; also known as figurative language **Additional Information:** • The ability to distinguish between these two forms of language is needed for accurate understanding. Misinterpreting nonliteral language as literal can lead to a misunderstanding of the author's message, while failing to recognize literal meaning can hinder the comprehension of fundamental facts.
RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**During Instruction:** • Students name and use text structure vocabulary (e.g., chapter, scene, stanza). • Students recognize that texts are organized in sections, and explain how each part adds to or builds the story, drama, or prose. • Teachers provide direct and explicit instruction to teach text structure vocabulary, not just definitions, but also use in context. • Teachers support students in tracking how texts develop over time and comparing parts of a text.
RL.3.6: Distinguish the student’s point of view from that of the narrator or those of the characters.	**During Instruction:** • Students identify the narrator’s point of view and how the narrator presents events. • Students should determine how a character feels about a particular event, how the narrator describes the events, and how they, as the reader, feel similarly or differently • Teachers provide direct and explicit instruction on distinguishing characters’ point of view and perspective from their own. **Additional Information:** • In grade 3, this standard is focused on students considering the perspective of the narrator and characters, and how that compares or contrasts to their own perspective.
RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**During Instruction:** • Students examine how the illustrations in a text enhance the meaning conveyed by the words. • Students explain how the illustrations contribute to the mood in the text or reveal

	aspects of characters, plot, and setting. ● Teachers model their thinking as they examine images and explain how they deepen their understanding of the text.
RL.3.8: (Not applicable to literature.)	● N/A
RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**During Instruction:** ● Students compare two or more stories written by the same author about the same or similar characters. ● Students should understand that while the two stories may have a similar theme, the author may communicate the themes in different ways. ● Students consider both time and place and how these elements may influence the story. For example, the different settings may create different challenges for the character. ● Students focus on the major events and how the conflict develops and is resolved, and compare the events of the two stories, rather than simply retelling the events. ● Teachers provide direct and explicit instruction in comparing and contrasting the elements of the stories by the same author. **Additional Information:** ● Students aren't expected to conduct a sophisticated analysis of the author's style, rather, they are comparing the characters and story elements to understand how authors develop stories.
RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Informational Text

Standard	Guidance
RI.3.1: Refer explicitly to details and examples from a text when asking and responding to questions.	**During Instruction:** ● Students ask and answer questions about what they read, using specific details and examples from the text to explain their thinking. ● Students use specific details that support an idea. ● Teachers model responding to questions and thinking aloud about the specific information from the text that supports their response. ● Teachers model how to reread sections of the text to confirm answers to questions.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	**During Instruction:** ● Students identify the main idea of the text and examine how it is supported through key details. ● Students recall and use key details to explain the main idea they identified. ● Teachers model how to identify specific details in the text that support the main idea.
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**During Instruction:** ● Students explain how pieces of information are connected through time, sequence, and cause and effect, using details from the text to support the explanation. ● Students understand the sequence of events as well as the cause and effect relationship. For example, a seed is planted, covered with dirt, and watered. Water helps the seed begin to grow. ● Teachers provide direct and explicit instruction on the connection between events, ideas, or steps, rather than just identifying them.
RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**During Instruction:** ● Students determine the meaning of words or phrases by utilizing their word and structural analysis knowledge of how words are put together and/or associating the words in context. ● Teachers model thinking about words (e.g., “Why did the author use this word?” What does this word tell me about the topic we’re reading about?”).
RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**During Instruction:** ● Students understand the purpose and function of text features, which offer an overview of the text's organization and page numbers for specific sections; and glossaries, which define specialized vocabulary.
RI.3.6: Distinguish the student’s point of view from that of the author of a text.	**During Instruction:** ● Students recognize that the author may have a perspective, opinion, or way of presenting information that differs from the reader. ● Students should ○ identify their own perspective about a topic or idea in the text; ○ identify the author’s perspective of this same topic or idea; ○ explain how their perspective is similar to or different from the author’s; and ○ use details from the text to support their understanding of the author’s perspective. ● Teachers should model how to distinguish the author’s perspective from their own, rather than simply stating an opinion.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text, in both print and cursive, to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**During Instruction:** ● Students combine visual information with the words in the text to demonstrate understanding. ● Teachers model their thinking as they examine images and explain how the images deepen their understanding of the text.
RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.	**During Instruction:** ● Students follow the connections between particular sentences that hold key details to the meaning of the text and paragraphs in the text, noting patterns such as comparison, cause/effect, and sequential order to describe the connections between sentences and paragraphs. **Additional Information:** ● Understanding these logical connections is fundamental to comprehending the overall meaning and structure of a text. It allows readers to follow the author's argument, identify key points, and discern the relationships between different pieces of information. ● By recognizing these patterns, readers can more effectively analyze and interpret complex ideas presented within a given text and the point it supports.
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	**During Instruction:** ● Students compare and contrast two texts on the same topic, focusing ont he most important points and key details. ● Teachers should model how to retain information from both texts and synthesize the information. ● Teachers should model how to use graphic organizers to organize, compare, and contrast information. **Additional Information:** ● Students may be inclined to provide interesting facts rather than determining which information is most important. Ensuring students can distinguish what is important from interesting information is essential.
RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Foundational Skills

Standard	Guidance

RF.3.1: Demonstrate and apply handwriting skills. a. Write words and sentences legibly using correctly formed manuscript letters with appropriate size and spacing. b. Write complete words, thoughts, and sentences legibly in cursive, leaving appropriate spaces between words.	**During Instruction:** ● Students' written work is formed correctly, neat, and readable. ● Students use appropriate spacing between letters and words. ● Students write complete sentences in legible cursive. ● Teachers model legible print and cursive writing using appropriate spaces and letter formation. **Additional Information:** ● Students should have regular opportunities to apply handwriting skills.
RF.3.2: (Mastered in Grade 1)	● N/A
RF.3.3: Know and apply grade-appropriate phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode and encode words with common Greek and Latin roots and affixes. c. Decode and encode multisyllabic words with stressed and unstressed syllables. d. Read grade-appropriate irregularly spelled words.	**During Instruction:** ● Students recognize common prefixes and derivational suffixes and understand what they mean. ● Students use Greek and Latin roots and affixes to determine the meaning and pronunciation of unfamiliar words. ● Students read common irregularly spelled words automatically. ● Teachers provide direct and explicit instruction to build students' phonics and word analysis skills in decoding words. **Key Terms:** ● Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds ● Word analysis skills: the ability to break words into parts (syllables) to understand their meaning ● Derivational suffixes: endings added to modify a word's meaning and/or part of speech, creating a new word from a base word. ○ Noun forming: happy - happiness ○ Adjective forming: beauty - beautiful ○ Verb forming: simple - simplify ● Decode: a **reading** process in which students can break words into parts (syllables) to understand their meaning ● Encode: a **writing** process in which students can break a spoken word down into parts that are written or spelled out ● Affixes: grammatical elements, like prefixes and suffixes, that are added to a word to modify its meaning or grammatical function (e.g., unhappy, walking, teacher) ● Multisyllabic words: words that have two or more syllables ● Stressed syllable: part of a word that you say with more force, a higher pitch, and a longer sound than other parts ○ Examples:

	■ GAR-den, PILL-ow, HAP-py, WIN-dow, TEA-cher ■ be-HAVE, a-BOUT, re-LATE, de-CIDE, re-JECT ● Unstressed syllable: part of a word that you say more quietly, quickly, and with a lower pitch than the other parts ○ Examples: ● Two-syllable words: ago, today, Sunday, happy ● Three-syllable words: commercial, benefit, comfortable **Additional Information:** ● Most common prefixes: ○ re-: reread ○ un-: unhappy ○ pre-: pretest ○ dis-: dislike ○ mis-: misplace ● Greek Roots: meter, graph, hydr, logy, phon ● Latin Roots: aqua, aud, bene, cent
RF.3.4: Read grade-level texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**During Instruction:** ● Students use surrounding words, phrases, and sentences to verify or confirm word recognition and deepen comprehension. **Key Terms:** ● Accuracy: the ability to correctly identify and pronounce words when reading, without making errors ● Fluency: the ability to read text with accuracy, an appropriate rate (speed), and expression (intonation and phrasing), which leads to comprehension and a motivation to read ● Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding ● Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion

Writing Standards

Standard	Guidance
W.3.1: Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and organize related reasons	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students clearly state their opinion about a topic, text, or issue. ● Student writing must be organized, typically in a paragraph format with an

together in paragraphs. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. d. Provide a concluding statement or section.	introduction, body, and conclusion. ● Students must provide distinct reasons that justify their opinion. ● Students use appropriate linking words to connect opinions to reasons. ● Students create a final sentence or section that reinforces the opinion. ● Teachers model how to write opinion texts, explicitly thinking aloud what they are doing as they write the introduction, state their opinion, give reasons for the opinion, and conclude the writing. ● Teachers engage students in shared writing to develop writing skills. **Additional Information:** ● Opinion writing builds students' writing skills to write strong argumentative pieces in later grades. ● To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.
W.3.2: Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together in paragraphs; include illustrations when useful to aid comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but). d. Provide a concluding statement or section.	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students start by introducing a topic and organizing related information into paragraphs, often using headings or subheadings. ● Students develop the topic using definitions, details, and facts. ● Students connect ideas using linking words, such as "also," "another," "and," "but," or "because," to make the writing flow logically. ● Students write a concluding sentence or section that summarizes the information. ● Teachers model how to write informational texts, including developing the topic of the writing, providing facts, definitions, and details, connecting ideas with appropriate linking words, and how to conclude the writing. **Key Terms:** ● Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly. **Additional Information:** ● To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.
W.3.3: Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize the sequence of events logically. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students introduce a narrator or characters and organize an event sequence that unfolds naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and characters alive. ● Students use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or show how characters respond to different situations.

show the response of characters to situations. c. Use temporal and/or transitional words and phrases to signal event order. d. Provide a clear conclusion.	• Students give the story an ending that provides a conclusion for the narrative. • Teachers model how to write narrative texts, including developing the story and characters appropriately, including dialogue and details, and how to conclude a narrative text. **Key Terms:** • Narrative: a spoken or written account of connected events; a story • Dialogue: when two or more characters in a story talk to each other • Temporal/Transitional words: words to signal the order of events (e.g., *first, then, after that, finally*) **Additional Information:** • To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.

W.3.4: Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**During Instruction:**
	• Students develop and organize ideas that are appropriate for the task and the purpose.
	• To produce clear and coherent writing, students track
	  ○ Task alignment – how the response directly addresses the prompt.
	  ○ Organization – how ideas flow sequentially or categorically (e.g., cause/effect, chronological).
	• Teachers explicitly teach what task and purpose, and audience are.
	• Teachers model how writers add and remove information in their texts to achieve clarity.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	**During Instruction:** • Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. • Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. • Students follow a plan to revise and edit their work so that the writing is clear and correct. • Students improve their writing by revising, editing, or rewriting with a new idea. • Students check that their final draft is easy to read by using correct grammar and mechanics. • Teachers model how to accurately use pre-writing tools. • Teachers provide direct and explicit instruction in providing feedback to peers. **Additional Information:** • Guidance and support will help students generate ideas about the topic, make a plan for their writing, and determine how they will structure their text.

W.3.6: With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	**During Instruction:** ● Students work independently or collaboratively, depending on the task and level of support required. ● With guidance and support, students ○ Draft and revise writing using word processing tools. ○ Use basic digital features such as spell check, formatting tools, or comment features with instructions. ○ Collaborate with peers on shared documents or presentations. ○ Add images, headings, or simple multimedia elements when appropriate to purpose and audience. ● Teachers model how to use technology to produce and publish writing using technology. **Additional Information:** ● Technology is used to support the full writing process, including drafting, revising, editing, and publishing.
W.3.7: Conduct research that builds knowledge about a topic.	**During Instruction:** ● Students use search terms and questions to research topics. ● Students use texts to research a topic. ● Teachers model how to conduct research and how to evaluate the accuracy of research. **Key Terms:** ● Research: information gathered from personal experiences, texts, and digital media
W.3.8: Use information from experiences and gather information from print and digital sources. a. Take brief notes on sources. b. Sort evidence into provided categories.	**During Instruction:** ● Students recall relevant personal experiences related to a topic (e.g., a visit to a zoo or museum). **Key Terms:** ● Research: information gathered from personal experiences, texts, and digital media **Additional Information:** ● Notes are brief, paraphrased, and purposeful, not copied verbatim. **Examples:** ● Gather information from age-appropriate books, articles, videos, or websites. ● Take short notes using words, phrases, or simple sentences. ● Record notes on graphic organizers, note cards, or digital templates. ● Sort information into labeled categories such as “habitat,” “diet,” or “important facts.”
W.3.9: (Begins in grade 4)	● N/A

W.3.10: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.	**During Instruction:** • Students identify the type of task they are doing to decide how much time and effort is needed (e.g., a quick journal entry vs. a long report). • Students determine the purpose for writing to choose the best way to share ideas (e.g., using facts to inform or reasons to persuade). • Students consider the audience to decide which words and tone to use (e.g., using formal language for a teacher or friendly language for a classmate). • Students understand that the task, purpose, and audience work together to help them plan how their writing should look and sound.

Speaking and Listening Standards

Standard	Guidance
SL.3.1: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and connect their comments to the remarks of others. d. Explain their own ideas and understanding, considering the discussion.	**During Instruction:** • Students discuss topics and texts with their classmates and teacher by effectively adding their ideas, thoughts, or opinions to the discussion. • Students prepare for verbal interactions by reading or studying the topic or text prior to discussing. • Students use the information to formulate ideas to present during discussion. • Students adhere to the predetermined discussion rules. • Students ask clarifying questions to ensure the information they bring to the discussion is relevant to the topic. • Students share ideas and show understanding, while also thinking about what others are saying during a discussion. • Teachers establish discussion norms to ensure respectful and thorough discussions. • Teachers model how to engage in effective instruction.
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.	**During Instruction:** • Students determine the main ideas and important details when listening to or engaging with a text, video, or presentation • Students identify relevant details to support the main idea. • Teachers model how to determine the main idea of a text and the supporting details.
SL.3.3: Ask and respond to questions about information	**During Instruction:**

from a speaker, offering appropriate elaboration and detail.	• Students ask and answer questions about what a speaker says while also giving explanations and details about the topic.
SL.3.4: Present on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**During Instruction:** • Students talk about a topic, story, or a personal experience by sharing clear facts and relevant details, while speaking clearly and at a pace others can understand. • Teachers model how to present effectively.
SL.3.5: Create engaging multimedia recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays to emphasize or enhance certain facts or details of the recording.	**During Instruction:** • Students record themselves reading clearly and fluently. • Students provide engaging visuals that draw the viewers' attention to specific facts or details while listening to the recording. • Teachers model how to create recordings and support students in accessing appropriate technology.
SL.3.6: Speak in complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.	**During Instruction:** • Students use complete sentences in the appropriate context. • Students add extra information if someone asks for more details or needs help understanding. • Teachers model how to effectively provide additional information during a presentation.

Language Standards

Standard	Guidance
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Use regular and irregular plural nouns. c. Use abstract nouns. d. Use regular and irregular verbs. e. Use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**During Instruction:** • Students generate grammatically correct sentences when writing and speaking. • Students understand and can express their understanding of the functions of nouns, pronouns, verbs, adjectives, adverbs, regular plural nouns, and irregular plural nouns. • Students generate sentences of differing complexities that are statements, questions, commands, or exclamations. **Key Terms:** • Nouns: words that name people, places, things, or ideas, and can function as the subject (who or what is performing the action) or the object (who or what is receiving the action) • Pronouns: words that replace nouns to avoid repetition ○ Common pronouns include he, she, it, they, we, you, I, and them. They take on the same grammatical function as the noun they replace.

h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.
	• Verbs: action words or words that describe a state of being
	  ○ Verbs are crucial to forming a complete sentence and can be transitive (requiring a direct object) or intransitive (not requiring a direct object).
	• Adjectives: words that describe or modify nouns and pronouns, providing more information about their qualities
	• Adverbs: words that modify verbs, adjectives, or other adverbs
	  ○ Adverbs provide information about how, when, where, or to what extent an action is performed. In "She quickly ran downstairs," "quickly" modifies the verb "ran" (how she ran), and "downstairs" modifies the verb "ran" (where she ran).
	• Regular plural nouns: to make a regular noun plural, you add -s or -es to the end, depending on the singular noun's ending letter
	• Irregular plural nouns: form their plural by changing their spelling in ways other than adding -s or -es, such as child to children, man to men, or foot to feet
	• Simple Verb Tenses:
	  ○ Subject-verb agreement: a verb must match its subject in number; a singular subject requires a singular verb, and a plural subject requires a plural verb.
	  ○ Example: The <u>student</u> **studies** diligently. The <u>students</u> **study** diligently.
	• Pronoun-antecedent agreement: a pronoun agrees with the noun or pronoun it refers to (its antecedent) in terms of number, gender, and person
	  ○ If the antecedent is singular, the pronoun referring to it must also be singular.
	  ■ Example: <u>Each student</u> must bring **their** own book. <u>The teachers</u> prepared **their** lessons.
	• Comparative forms are used when comparing two things.
	  ○ Adjectives: use comparative adjectives when comparing two nouns
	  ■ Example: She is taller than her brother.
	  ○ Adverbs: use comparative adverbs when comparing two actions or how two things are done
	  ■ Example: He runs faster than I do.
	• Superlative forms: compare three or more things.
	  ○ Adjectives: use superlative adjectives when comparing three or more nouns
	  ■ Example: He is the tallest student in the class.
	  ○ Adverbs: use superlative adverbs when comparing three or more actions or how things are done
	  ■ Example: Of all the runners, she finished the fastest.
	• Coordinating conjunctions: connect/join two or more words, phrases, or independent clauses (clauses that can stand alone as complete sentences)
	  ■ for, and, nor, but, or, yet, so
	• Subordinating conjunctions: introduce dependent clauses, which cannot stand alone as complete sentences

	○ Subordinating conjunctions establish a relationship between the dependent clause and the independent clause, often indicating cause, effect, time, condition, or concession. ■ **Time:** After she finished her homework, she watched TV. ■ **Cause:** We stayed inside because it was raining. ■ **Condition:** If you study hard, you will pass the exam. ■ **Concession:** Although it was cold, they went for a walk.
L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Apply learned conventions when spelling words with regular and irregular spelling patterns and when adding suffixes to root words. f. Consult reference materials when appropriate to confirm or correct spellings.	**During Instruction:** ● Students write sentences using correct capitalization, punctuation, and spelling. ● Students correctly capitalize words in titles. ● Students use commas effectively when writing out an address, whether on an envelope, in a letter, or in a form. ● Students use commas and quotation marks effectively, understanding the distinct and vital roles in distinguishing spoken words from narrative and in indicating pauses or shifts in a character's speech. ● Students apply the rules for adding suffixes and how the suffix may alter the meaning and grammatical function of a base word, as well as the spelling adjustments that often occur when adding these endings. ■ Examples: dropping the final 'e', doubling the final consonant, and changing 'y' to 'i' before adding a suffix ● Students use their current levels of both foundational skills and/or vocabulary knowledge acquired through reading to encode (*write/spell*) words correctly and then, if needed for clarity or to confirm the spelling, students may consult references such as a dictionary, student materials, or texts. ● Teachers provide direct and explicit instruction in the conventions of standard English capitalization, punctuation, and spelling.
L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	**During Instruction:** ● Students understand that word choice and use of language make their ideas interesting for their audience. ● Students know when to use formal English (e.g., presentations, writing for school) and when it is acceptable to use informal English (e.g., talking with friends). ● Teachers provide direct and explicit instruction in using their knowledge of language and its conventions. **Additional Information:** ● The English language offers a range of expression, from highly structured and precise formal usage to more relaxed and conversational informal usage. The choice between formal and informal English depends heavily on the context,

	audience, and purpose of communication.
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. c. Use a known root word to determine the meaning of an unknown word with the same root. d. Consult reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**During Instruction:** ● Students use context to determine the meaning of unfamiliar words and phrases. ● Students determine what a new word means by looking at its root word and the parts added to it (prefixes and suffixes). ● Students use their current knowledge of what a word means to figure out a new word with the same root. ○ Example: root word *port* (meaning to carry) ■ transport - (prefix trans- means across) “to carry across” ■ portable - (suffix -able means capable of) “capable of being carried” ■ report - (prefix re- means again) “to carry back again” ● Students refer to reference materials to confirm or clarify the meaning of unfamiliar words or phrases. ● Teachers provide direct and explicit instruction in using context, knowledge of word parts, and reference materials to determine the meaning of unknown and multiple-meaning words.
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Use appropriate vocabulary to connect words to real-life applications. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	**During Instruction:** ● Students understand how words connect to each other and how even small differences in meaning can affect communication. ● Students determine when words mean exactly what they say (literal) and when they mean something different or playful (nonliteral). ● Students use words in real-world contexts appropriately in various situations. ● Students identify the small, subtle differences between words that describe states of mind, including mood, mindset, attitude, disposition, perspective, and frame of mind, and words that describe degrees of absolute, moderate, and low certainty. ○ Examples: ■ I knew my teacher was going to call my name to respond to the question. ■ I believed my teacher would call my name to respond to the question. ■ I suspected my teacher would call my name to respond to the question. ■ I heard from my classmate that my teacher would call my name to respond to the question. ■ I wondered if my teacher would call my name to respond to the question. ● Teachers provide direct and explicit instruction in determining the literal and nonliteral meaning of words and phrases in context. ● Teachers think aloud to model how to use appropriate vocabulary to connect words to application.

L.3.6: Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	**During Instruction:** ● Students use new words that are appropriate for conversations, school subjects, and special topics. **Key Terms:** ● General academic words: words used in multiple content areas ○ Example: describe, compare, result ● Domain-specific words: words used in specific content areas ○ Example: point of view, theme, summarize ● Spatial words: words that describe where something is located ○ Example: above, next to, behind ● Temporal words: words that tell when something happens ○ Example: first, later, yesterday

Grade 4

Reading Standards for Literature

Standard	Guidance
RL.4.1: Refer explicitly to details and examples from a text when explaining what the text says and when drawing inferences.	**During Instruction:** ● Students identify and quote specific words, phrases, or sentences that directly support their interpretations or claims. ● Students make logical deductions or reach conclusions based on the evidence provided in the text, even when the information is not directly stated. ● Teachers model responding to questions and thinking aloud about the specific information from the text that supports their response. ● Teachers model how to make inferences, using think-alouds frequently.
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**During Instruction:** ● Students determine the big idea or lesson in the story, play, or poem by looking at the details. ● Students tell the main points of the text in their own words. ● Teachers provide direct and explicit instruction on using the details in a text to determine the theme. ● Teachers provide direct and explicit instruction in summarizing a text in their own words, focusing on using major events from the text. **Key Terms:** ● Theme: the underlying message or lesson that an author conveys through a text **Additional Information:** ● Theme and main idea are different skills, and the terms should not be used

	interchangeably. A theme conveyed in one text applies to other texts. In contrast, a main idea is a summary of what a particular text is mostly about, including specific plot points or characters.
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**During Instruction:** ● Students explain a character, place, or event in detail using specific information from the text, such as what the character thinks, says, or does. ● Students move beyond basic traits and begin analyzing motivations, feelings, relationships, and changes over time. ● Teachers model how to analyze the events in the text to determine what happened, why it matters, how the characters reacted, and how the event impacted other events in the text.
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**During Instruction:** ● Students determine what words and phrases mean in the text, even when the author uses non-literal language like comparisons (metaphors and similes). **Key Terms:** ● Metaphor: a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison by suggesting a likeness between two different things, without using the words "like" or "as" ○ Example: The snow was a white blanket on the ground. ● Simile: a word or phrase that compares something to something else, using the words like or as ○ Example: The snow was like a white blanket on the ground. **Additional Information:** ● Students are determining the meaning of words and phrases in the context of the text they are reading. Memorizing vocabulary definitions does not support students in meeting the demands of this standard.
RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**During Instruction:** ● Students break down the structure of a text and explain the differences between poems, drama, and prose. ● Students use different terminology when referring to each type of text. ● Teachers provide direct and explicit instruction to teach the elements of stories (beginning, middle, and end); dramas (scenes, dialogue, characters, stage directions, etc.); and poems (stanza, verse, meter, etc.). **Additional Information:** ● Teacher read-alouds are important to help students understand the structures of various genres.

RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**During Instruction:** ● Students identify the point of view of the narration of different texts to compare and contrast them. ● Students determine if the narration is in first- or third-person and how this impacts the point of view. ● Teachers provide direct and explicit instruction to teach students how to determine the point of view from which a story is narrated. ● Teachers use think-alouds to model how to determine the point of view from which a story is narrated. **Key Terms:** ● Point of view: the place or vantage point through which we read, see, or hear someone describe a situation or event
RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text.	**During Instruction:** ● Students connect what they read in a story or play to what they see or hear when it is acted out, read aloud, or depicted in illustrations. ● Teachers model how to "read" a visual to understand the information being portrayed.
RL.4.8: (Not applicable to literature.)	● N/A
RL.4.9: Compare and contrast how similar themes and topics are addressed (e.g., the opposition of good and evil) and the patterns of events (e.g., the quest) in stories, myths, and traditional literature from different traditions.	**During Instruction:** ● Students explain how different stories, myths, and traditional tales from around the world talk about the same big ideas or use similar story patterns. ● Students explain how the stories, myths, and traditions are alike and how they are different. ● Students identify a common theme or topic across multiple texts and patterns of events that occur in these texts. ● Students compare and contrast how different authors or traditional stories develop the theme or topic, using specific details from the texts to support their comparisons. ○ Example: "Both stories show a conflict between good and evil. In one story, the hero defeats evil by using courage. In the other, the hero succeeds by using intelligence." ● Students compare both the ideas and structure of the texts. ● Teachers provide direct and explicit instruction on determining text topics and themes, as well as how to compare them. ● Teachers model comparing and contrasting how to compare both the ideas and structure of texts.

	Additional Information: ● Distinguishing between topic and theme is important for students in grade 4. With this standard, students address both. ● Students are building their understanding that characters from different traditional backgrounds may explore similar human experiences, themes, and story patterns in different ways.
RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Informational Text

Standard	Guidance
RI.4.1: Refer explicitly to details and examples from a text when explaining what the text says and when drawing inferences.	**During Instruction:** ● Students identify and quote specific words, phrases, or sentences that directly support their interpretations or claims. ● Students make logical deductions or draw conclusions based on the evidence provided in the text, even when the information is not directly stated.
RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**During Instruction:** ● Students identify the main idea of the text and examine how it is supported through key details. ● Students tell the main points of the text in their own words. ● Teachers provide direct and explicit instruction for determining the main idea of a text, identifying relevant details, and explaining how those details support the main idea. ● Teachers provide direct and explicit instruction for summarizing a text in their own words, focusing on using major events from the text.
RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**During Instruction:** ● Students explain what happened and why in a history, science, or technical text by using important details from what they read. ● Students describe the cause/effect, sequence, or relationships among ideas. ● Teachers model connecting the event to the explanation for why it occurred, based on information presented in the text.
RI.4.4: Determine the meaning of general academic and	**During Instruction:**

domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	• Students determine the meaning of words or phrases by using their word and structural analysis knowledge of how words are put together and/or by associating words in context. • Teachers model thinking about words (e.g., "Why did the author use this word?" "What does this word tell me about the topic we're reading about?").
RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**During Instruction:** • Students use the structure of the text to better understand the events, ideas, concepts, or information. • Students identify the structure of the text, recognize common organizational structures, describe how the information is organized, and explain how the structure helps organize or communicate the information. **Key Terms:** • Structure of a text: how the author organizes the information, like the "blueprint" or "map" that shows how ideas fit together **Additional Information:** • Students move beyond labeling a text as "chronological" or "cause/effect" to understanding how the author has arranged information and how the organization helps the reader make sense of it.
RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**During Instruction:** • Students compare two accounts of the same event or topic and recognize how the source and purpose of each account affect the focus and information presented. • Teachers explicitly define firsthand and secondhand accounts and model how to distinguish between each account. **Key Terms:** • Firsthand account: a person who experienced, witnessed, or directly participated in an event provides the account • Secondhand account: someone who did not directly experience the event provides information about it, usually based on other sources
RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines) and explain how the information contributes to an understanding of the text in which it appears.	**During Instruction:** • Students use the visuals to determine what the author is showing and how the visuals connect to the text. • For example, a timeline might show when important events happened, or a chart might show numbers that support what the author is saying. **Additional Information:** • Students move beyond telling what the visual or oral representation states to connecting the information to what the text says. For example, instead of simply

	stating “The graph shows that temperatures increased,” students state “The graph shows that temperatures increased over the summer. This supports the text’s explanation that warmer temperatures affect the animals’ behavior.”
RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**During Instruction:** ● Students follow the connections between particular sentences that hold key details to the meaning of the text and paragraphs in the text, noting patterns such as comparison, cause/effect, and sequential order to describe the connections between sentences and paragraphs. ● Students must determine the author’s main points, then connect each reason and piece of evidence to the point it supports. ● Students develop an understanding of how the author builds an argument and decide if it makes sense. ● Teachers provide extensive modeling of identifying how the author uses reasons and evidence to support particular points in the text. **Additional Information:** ● Understanding these logical connections is fundamental to comprehending the overall meaning and structure of a text. It allows readers to follow the author's argument, identify key points, and discern the relationships between different pieces of information. ● By recognizing these patterns, readers can more effectively analyze and interpret complex ideas presented within a given text and the point it supports.
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**During Instruction:** ● Students read two texts on the same topic and integrate information to put the ideas together to get a clearer and deeper understanding. ● Students use what they learned from both texts to explain the topic in their own words — either in writing or speaking.
RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Foundational Skills

Standard	Guidance
RF.4.1: (Mastered in Grade 2)	● N/A

RF.4.2: (Mastered in Grade 1)	• N/A

RF.4.3: Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.
	During Instruction:
	• Students apply the decoding skills from grades K-3 to decode and encode grade 4 multisyllabic words.
	• Teachers provide direct and explicit instruction to build students' phonics and word analysis skills in decoding words.
	Key Terms:
	• Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds
	• Decode: a **reading** process in which students have the ability to break words into parts (syllables) to understand their meaning
	• Encode: a **writing** process in which students have the ability to break a spoken word down into parts that are written or spelled out
	• Letter-sound correspondences: the understanding that written letters and letter combinations represent specific sounds in spoken language
	• Syllabication patterns: words follow several patterns that determine how they are divided
	  ○ VCCV: vowel-consonant-consonant-vowel
	  ■ Example: rab-bit
	  ○ VCV: vowel-consonant-vowel
	  ■ Example: a-corn
	  ○ Consonant-le: consonant-le
	  ■ Example: ta-ble
	• Morphology: the study of the structure and form of words, including how they are built from smaller meaningful units called morphemes and how they relate to other words
	Additional Information:
	• There are six syllable types: closed, open, vowel-team, vowel-r, vowel-consonant-e, and consonant-le.

RF.4.4: Read grade-level texts with sufficient accuracy and fluency to support comprehension. a. Read with automaticity and appropriate prosody or expression. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**During Instruction:** • Students use surrounding words, phrases, and sentences to verify or confirm word recognition and deepen comprehension. **Key Terms:** • Accuracy: the ability to correctly identify and pronounce words when reading, without making errors • Fluency: the ability to read text with accuracy, an appropriate rate (speed), and expression (intonation and phrasing), which leads to comprehension and a

	motivation to read • Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding • Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion

Writing Standards

Standard	Guidance
W.4.1: Write multi-paragraph opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and organize related ideas and information together in paragraphs. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	**During Instruction:** • Student writing includes multiple paragraphs when appropriate to the prompt. • Students explore a topic or text, gather supporting information, and express a clear point of view. • Students create an introduction that identifies the topic or text, states the writer's position, and organizes related ideas into a clear paragraph structure. • Students provide reasons to support the opinion that are backed by specific facts and details to make the argument convincing. • Students use transitional words and phrases (e.g., for instance, in order to, in addition) to connect the opinion to its supporting reasons. • Student writing maintains a consistent focus, ensuring all paragraphs work together to support the central point of view. • Student concluding statements wrap up the piece by relating to the opinion and reinforcing the main ideas shared. • Teachers model how to write opinion texts, explicitly thinking aloud what they are doing as they write the introduction, state their opinion, give reasons for the opinion, and conclude the writing. **Additional Information:** • Opinion writing builds students' writing skills to write strong argumentative pieces in later grades. • To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.
W.4.2: Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.	**During Instruction:** • Student writing includes multiple paragraphs when appropriate to the prompt. • Students research a topic, organize facts into logical groups, and explain ideas clearly to the intended audience. • Students start by introducing a topic and organizing related information into paragraphs, often using headings or subheadings.

b. Develop the topic with facts and definitions, including concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	• Students develop the topic using definitions, details, and facts. • Students use transitional words and phrases (e.g., another, for example, also) to connect ideas within specific categories of information. • Student writing utilizes precise language and domain-specific vocabulary to ensure the explanation is technical and appropriate for the subject matter. • Student concluding statements summarize the main points and provide a final thought that relates to the information presented. • Teachers model how to write informational texts, including developing the topic of the writing, providing facts, definitions, and details, connecting ideas with appropriate linking words, and how to conclude the writing. **Key Terms:** • Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly. **Additional Information:** • To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.
W.4.3: Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.	**During Instruction:** • Student writing includes multiple paragraphs when appropriate to the prompt. • Narrative writing requires students to establish a clear setting and introduce characters while organizing a logical sequence of events. • Students write introductions that orient the reader by setting the scene and providing an organizational map for the story's progression. • Students use descriptive details and narrative techniques (such as dialogue and character actions) to develop the plot and show how characters react to challenges. • Students use transitional words and phrases (e.g., after a while, suddenly, later that day) to manage the flow and timing of the story. • Students use concrete words and sensory language (sight, sound, smell, touch, taste) to help the reader experience the events precisely. • Students write concluding statements that follow naturally from the events of the story and bring the experience to a logical close. **Key Terms:** • Narrative: a spoken or written account of connected events; a story • Dialogue: when two or more characters in a story talk to each other **Additional Information:** • To ensure students have a strong foundation in writing, strong models, focused feedback, and opportunities to apply feedback are important.
W.4.4: Produce clear and coherent writing in which the	**During Instruction:**

development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	• Students develop and organize ideas that are appropriate for the task and the purpose.
	• To produce clear and coherent writing, students track
	  ○ Task alignment – how the response directly addresses the prompt.
	  ○ Organization – how ideas flow sequentially or categorically (e.g., cause/effect, chronological).
	• Teachers explicitly teach what the task, purpose, and audience are.
	• Teachers model how writers add and remove information in their texts to achieve clarity.

W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	**During Instruction:** • Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. • Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. • Students follow a plan to revise and edit their work so that the writing is clear and correct. • Students improve their writing by revising, editing, or rewriting with a new idea. • Students check that their final draft is easy to read by using correct grammar and mechanics. • Teachers model how to accurately use pre-writing tools. • Teachers provide direct and explicit instruction in providing feedback to peers. **Additional Information:** • Guidance and support will help students generate ideas about the topic, make a plan for their writing, and determine how they will structure their text.

W.4.6: With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	**During Instruction:**
	• Students work independently or collaboratively, depending on the task and level of support required.
	• With guidance and support, students
	  ○ Draft and revise writing using word processing tools.
	  ○ Use basic digital features such as spell check, formatting tools, or comment features with instructions.
	  ○ Collaborate with peers on shared documents or presentations.
	  ○ Add images, headings, or simple multimedia elements when appropriate to purpose and audience.
	• Teachers model how to use technology to produce and publish writing using technology.
	Additional Information:

	• Technology is used to support the full writing process, including drafting, revising, editing, and publishing.
W.4.7: Conduct research that builds knowledge through investigation of different aspects of a topic.	**During Instruction:** • Students investigate a topic to consider a subject, problem, or idea from various angles, viewpoints, or elements. • Students distinguish between general information and evidence that directly supports their specific research focus.
W.4.8: Use relevant information from experiences and gather relevant information from print and digital sources. • Take notes and categorize information. • Provide a list of sources.	**During Instruction:** • Students' research includes information gathered from personal experiences, texts, and digital media. • Students write notes that are brief, paraphrased, and purposeful, not copied verbatim. • Students recall relevant personal experiences related to a topic (e.g., a visit to a zoo or museum). • Students gather information from age-appropriate books, articles, videos, or websites. • Students take short notes using words, phrases, or simple sentences. • Students record notes on graphic organizers, note cards, or digital templates. • Students sort information into labeled categories such as “habitat,” “diet,” or “important facts.”
W.4.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.	**During Instruction:** • Students apply grade 4 Reading standards to literature and informational texts. • Students analyze a variety of texts to extract specific evidence that directly supports a claim, reflection, or research inquiry. • Students select relevant evidence based on its ability to strengthen an analysis of the text's themes, central ideas, or structural elements.
W.4.10: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.	**During Instruction:** • Students identify the type of task they are doing to decide how much time and effort is needed (e.g., a quick journal entry vs. a long report). • Students determine the purpose for writing to choose the best way to share ideas (e.g., using facts to inform or reasons to persuade). • Students consider the audience to decide which words and tone to use (e.g., using formal language for a teacher or friendly language for a classmate). • Students understand that the task, purpose, and audience work together to help them plan how their writing should look and sound.

Speaking and Listening Standards

Standard	Guidance
SL.4.1: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and connect to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding, considering the discussion.	**During Instruction:** • Students discuss topics and texts with their classmates and teacher by effectively adding their ideas, thoughts, or opinions to the discussion. • Students prepare for verbal interactions by reading or studying the topic or text prior to discussing. • Students use the information to formulate ideas to present during discussion. • Students adhere to the predetermined discussion rules. • Students ask clarifying questions to ensure the information they bring to the discussion is relevant to the topic. • Students share ideas and show understanding, while also thinking about what others are saying during a discussion. • Teachers model engaging in effective collaborative discussions. Students may require frequent and repeated modeling of effective discussions.
SL.4.2: Paraphrase portions of a text read aloud or information presented in various media and formats.	**During Instruction:** • Students read a text aloud or gain understanding from videos, charts, or other media to explain the information in a new way without copying it word for word. • Students paraphrase the text to show that they understand the main ideas and can explain those ideas clearly. • Teachers model how to paraphrase information effectively.
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	**During Instruction:** • Students understand that when listening to a speaker, the speaker usually shares their main points or opinions, and to make those points stronger, the speaker gives reasons (why they believe something) and evidence (facts, examples, or details that prove it). • Students listen closely, figure out the speaker's points, and match the reasons and evidence to the point they support. • Teachers model through think-alouds how to determine the reasons and evidence a speaker uses to make particular points. This helps to understand how the speaker builds their argument.
SL.4.4: Present on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or	**During Instruction:** • Students organize their presentations logically. • Students begin with a clear beginning, adding facts or details in the middle, and

themes; speak clearly at an understandable pace.	ending with a conclusion. ● Students use descriptive details to make ideas clear and interesting. ● Students use a voice that is easy to hear and talk at a pace that listeners can understand. ● Teachers model how to present effectively.
SL.4.5: Enhance the development of main ideas or themes of presentations by incorporating multimedia elements, including recordings and visual displays.	**During Instruction:** ● Students use multimedia elements, visual and sound elements, to connect to the topic and help the audience understand or remember the important points. ● Students use multimedia elements to support and enhance their message.
SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to the task, audience, and situation.	**During Instruction:** ● Students understand when to use formal English (academic/domain-specific vocabulary) and when to use informal English (casual interaction/discussion). **Key Terms:** ● Formal English: used when giving a presentation or speaking to an audience ● Informal English: used when talking with classmates in small groups

Language Standards

Standard	Guidance
L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliary verbs to convey various conditions. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Use complete sentences, avoiding the use of fragments or run-ons. g. Use frequently confused words correctly (e.g., to, too, two; there, their).	**During Instruction:** ● Students generate grammatically correct sentences when writing and speaking. ● Students use relative pronouns to introduce dependent clauses and connect them to an independent clause in a sentence. ● Students use relative adverbs to introduce a relative clause, connecting it to a noun or pronoun in the sentence and providing more information about time, place, or reason. ● Students use progressive verb tenses to show that an action is ongoing, unfinished, or in progress at a particular time. ● Students use modal auxiliary verbs that add extra meaning to the main verb in a sentence, particularly expressing ideas like possibility, ability, permission, obligation, or prediction. ○ Examples: can, could, may, might, must, shall, should, will, would ● Students place adjectives in the correct order when using more than one in a sentence. ● Teachers provide direct and explicit instruction to ensure students have command of the conventions of standard English grammar and usage.

	Key Terms: ● Relative adverb: a word that talks about a place, time, or reason for something ○ Examples: when, where, why ■ I remember the day when we first met. ■ This is the restaurant where we first met. ■ Tell me the reason why you came home late. **Additional Information:** ● Relative pronouns act as a bridge between the main idea and the additional information provided by the dependent clause. ○ Examples: who, whom, whose, which, that ■ The woman who called is my sister. ■ The student whose book was missing found it. ● Progressive tenses: ■ present progressive (is happening now) ■ past progressive (was happening then) ■ future progressive (will be happening later)
L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**During Instruction:** ● Students write sentences using correct capitalization, punctuation, and spelling. ● Students understand that sentences, names, places, days of the week, months, holidays, and the word *I* require a capital letter. ● Students use commas and quotation marks to show when someone is speaking or when you are copying words directly from a text. ● Students place a comma before a joining word (like and, but, or, so, yet, for, nor) when it connects two complete sentences. ● Students use their current levels of both foundational skills and/or vocabulary knowledge acquired through reading to encode (*write/spell*) words correctly and then, if needed for clarity or to confirm the spelling, students may consult references such as a dictionary, student materials, or texts as needed. ● Teachers provide direct and explicit instruction in the conventions of standard English capitalization, punctuation, and spelling.
L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	**During Instruction:** ● Students follow the rules of language when they write, speak, read, or listen. ● Students pick the best words to clearly show what they mean. ● Students use punctuation (commas or exclamation points) to add meaning or feeling. ● Students use formal English when required (e.g., presentations, writing for school) and use informal English when appropriate (e.g., talking with friends or in small

	groups). ● Teachers provide direct and explicit instruction in using their knowledge of language and its conventions.
L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**During Instruction:** ● Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. ● Students determine what a word or phrase means based on the sentence it is in. ● Students use prefixes, suffixes, and roots to figure out what a word means. ● Teachers provide direct and explicit instruction in using context, knowledge of word parts, and reference materials to determine the meaning of unknown and multiple-meaning words.
L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Identify and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**During Instruction:** ● Students connect words to each other and understand how even small differences in meaning can affect communication. ● Students differentiate between words that mean exactly what they say (literal) and when they mean something different or playful (nonliteral). **Key Terms:** ● Simile: compare two different things using the words like or as ● Metaphor: you say something is something else to show an idea ● Idioms: a phrase that has a meaning different from the words you see ● Adages: short, wise sayings that give advice or teach a lesson ● Proverbs: short, common sayings that give advice or share a lesson about life
L.4.6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being related to a particular topic.	**During Instruction:** ● Students develop their vocabulary by acquiring and accurately applying a wide range of words and phrases suitable for grade 4, including both general academic vocabulary, which is essential for understanding and communicating across various topics, and domain-specific vocabulary. **Additional Information:** ● The focus extends to words that clearly indicate specific actions, emotions, or states of being, thereby allowing for more nuanced and accurate expression when discussing a given topic. ● Mastery of this vocabulary will enable students to articulate their ideas with greater clarity and precision, enhancing both their written and oral communication skills.

Grade 5

Reading Standards for Literature

Standard	Guidance
RL.5.1: Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.	**During Instruction:** ● Students identify what the text says explicitly, draw inferences based on the information in the text, and select relevant evidence to support both the explicit understandings and inferences. ● Students distinguish the difference between evidence that is relevant and information that is merely related to the topic. ● Teachers provide direct and explicit instruction in how to cite relevant evidence when making meaning of a text. Frequent modeling is required. ● Teachers provide direct and explicit instruction in drawing inferences. Frequent modeling is required. **Key Terms:** ● Cite: referring precisely to the text ● Explicit meaning: information the author states directly ● Drawing inferences: information from the text is combined with information students already know to come to a reasonable conclusion **Additional Information:** ● Students are not expected to quote accurately from the text just yet. When students cite relevant evidence, they are referring precisely to the text, rather than relying on vague statements. For example, instead of students saying "The story says he was sad", students would state, "After his friend leaves, Marcus sits alone and refuses to talk to anyone. This suggests that he is upset about what happened." With this standard, students are preparing to quote accurately beginning in grade 6. While teachers in grade 5 may begin introducing how to quote accurately, it is critical that students understand how to meet the demands of this grade level standard by the end of grade 5.
RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**During Instruction:** ● Students identify important details and events in the text, determine a theme based on these details, and explain characters' responses to challenges and how these responses contribute to the theme. The focus is on analysis supported by evidence instead of just listing traits. ● Students summarize the text. The summary should include the central idea or events, important character actions and responses, the resolution, and other information that is necessary for understanding the text. ● Teachers model how to use the events throughout the text to determine a theme.

	Frequent modeling of this skill is important for students at this grade level. **Key Terms:** ● Theme: an idea or message about life, people, or the human experience that's built throughout a text
RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	**During Instruction:** ● Students determine how two or more characters, places, or events are alike and how they are different. ● Students select details that directly support the comparison. ● Teachers model how to compare and contrast characters, settings, or events in a text. **Additional Information:** ● This standard does not require students to compare and contrast the characters, settings, and events all within the same text. Over the course of the year, students will compare and contrast each of these in various texts. ● Students are comparing and contrasting characters, settings, or events within the same text. This standard is not having students compare these in multiple texts.
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	**During Instruction:** ● Students understand what words and phrases mean as they are used in the text. ● Students use the surrounding text to determine what a particular word or phrase means in that particular context. ● Students determine when the author is using non-literal language and words that convey either positive or negative emotional subtext. ● Students consider the whole sentence, surrounding sentences and paragraphs, characters, events, and tone to determine the meaning. ● Teachers model how to use context to determine the meaning of a word, including when the author is using figurative language. ● Teachers model how to explain the reasoning when determining what words or phrases mean. For example: "The word reluctant means unwilling or hesitant in this passage because the character repeatedly avoids participating in the activity." **Key Terms:** ● Connotative meaning: feelings, associations, or ideas a word suggests beyond its literal definition
RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**During Instruction:** ● Students analyze and explain how a text's components are organized and explain how a series of chapters, scenes, or stanzas are meticulously arranged to contribute to the overall structure.

	• Students recognize that structural analysis reveals how individual parts build upon one another, developing themes, advancing the plot, shaping character arcs, and creating a cohesive and impactful experience for the reader or audience. • Teachers model how to recognize how parts build, shift, develop, or resolve something across the text. • Teachers model how to recognize the function of each part within the larger structure, rather than just summarizing each part of the text. **Additional Information:** • This standard does not require students to identify plot structure such as exposition, rising action, climax, and resolution. Instead, students are focused on how the actual parts of the text work together.
RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	**During Instruction:** • Students understand that the narrator's or speaker's point of view influences the position they are telling the story from using their thoughts, feelings, and opinions, which can change the way events are described. • Students connect the narrator's or speaker's perspective to specific details. • Teachers model how to determine the narrator's or speaker's point of view and how this influences how the reader understands the text. **Key Terms:** • Point of view: the perspective from which a story is told
RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**During Instruction:** • Students use visual elements to go beyond the written words and consider the impact of its visual and multimedia components. • Students recognize how visual elements shape how they interpret meaning, perceive the overall tone, and appreciate the aesthetic qualities of the text. • Students examine how the visual or multimedia elements work within the written text (e.g., Does an illustration clarify what's happening? Does music create a particular tone?) • Teachers model how to connect the visual elements to their effect. For example: "The dark colors in the graphic novel contribute to the serious tone by making the scene appear more threatening." **Key Terms:** • Tone: the attitude expressed toward the subject or topic
RL.5.8: (Not applicable to literature.)	• N/A
RL.5.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**During Instruction:** • Students compare and contrast two stories of the same type (like two fairy tales or

	two adventure stories). ● Students look at how each story shows the same kind of theme or topic in different ways.
RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Informational Text

Standard	Guidance
RI.5.1: Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences.	**During Instruction:** ● Students identify what the text says explicitly, draw inferences based on the information in the text, and select relevant evidence to support both the explicit understandings and inferences. ● Students distinguish the difference between evidence that is relevant and information that is merely related to the topic. ● Teachers provide direct and explicit instruction in how to cite relevant evidence when making meaning of a text. Frequent modeling is required. ● Teachers provide direct and explicit instruction in drawing inferences. Frequent modeling is required. **Key Terms:** ● Cite: referring precisely to the text ● Explicit meaning: information the author states directly ● Drawing inferences: information from the text is combined with information students already know to come to a reasonable conclusion **Additional Information:** ● Students are not expected to quote accurately from the text just yet. When students cite relevant evidence, they are referring precisely to the text, rather than relying on vague statements. For example, instead of students saying “The story says he was sad,” students would state, “After his friend leaves, Marcus sits alone and refuses to talk to anyone. This suggests that he is upset about what happened.” With this standard, students are preparing for quoting accurately beginning in grade 6. While teachers in grade 5 may begin introducing how to quote accurately, it is critical that students understand how to meet the demands of this grade level standard by the end of grade 5.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**During Instruction:** ● Students identify two or more main ideas of the text and examine how it is supported through key details. ● Students tell the main points of the text in their own words. ● Teachers provide direct and explicit instruction for determining the main ideas of a text, identifying relevant details, and explaining how those details support the main idea. ● Teachers provide direct and explicit instruction for summarizing a text in their own words, focusing on using major events from the text.
RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**During Instruction:** ● Students use details from the text to explain how people, events, ideas, or concepts are connected to each other in history, science, or technical writing. ● Students describe the cause/effect, sequence, or relationships among ideas. ● Teachers model connecting the event to the explanation for why it occurred, based on information presented in the text.
RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**During Instruction:** ● Students determine the meaning of words or phrases by using their word and structural analysis knowledge of how words are put together and/or by associating words in context. ● Teachers model thinking about words (e.g., “Why did the author use this word?” “What does this word tell me about the topic we’re reading about?”).
RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	**During Instruction:** ● An author tells events in order (chronology), shows how things are alike or different (comparison), explains why something happens and what results from it (cause and effect), or describes a problem and how it can be fixed (problem and solution). ● Students identify the structure of the texts, recognize common organizational structures, describe how the information is organized, and explain how the structure helps organize or communicate the information. ● Students use the structure of the texts to better understand the events, ideas, concepts, or information. **Key Terms:** ● Structure of a text: the way the author organizes the information, like the “blueprint” or “map” that shows how ideas fit together
RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**During Instruction:** ● Students read two or more texts about the same event or topic and look for how the texts are the same and how they are different, especially in the way the authors see

	or explain things (point of view). ● Students analyze multiple accounts of the same event or topic and recognize how the texts and purpose of each text affect the focus and information presented. ● Teachers explicitly define firsthand and secondhand accounts and model how to distinguish between each account.
RI.5.7: Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**During Instruction:** ● Students understand that using images provides visual context that supports the information being presented in text. ● Students move between sources to gather the information needed to answer a question or address a problem ● Students analyze information from various sources to determine which sources have the most useful information. ● Teachers model how they analyze information to identify what is most useful and explain why.
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**During Instruction:** ● Students follow the connections between particular sentences that hold key details to the meaning of the text and paragraphs in the text, noting patterns such as comparison, cause/effect, and sequential order to describe the connections between sentences and paragraphs. ● Students must determine the author's main points, then connect each reason and piece of evidence to the point it supports. ● Students develop an understanding of how the author builds an argument and decide if it makes sense. ● Teachers provide extensive modeling of identifying how the author uses reasons and evidence to support particular points in the text. **Additional Information:** ● Understanding these logical connections is fundamental to comprehending the overall meaning and structure of a text. It allows readers to follow the author's argument, identify key points, and discern the relationships between different pieces of information. ● By recognizing these patterns, readers can more effectively analyze and interpret complex ideas presented within a given text and the point it supports.
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**During Instruction:** ● Students read multiple texts on the same topic and integrate information to put the ideas together to get a clearer and deeper understanding. ● Students use what they learned from the texts to explain the topic in their own

	words — either in writing or speaking.
RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Foundational Skills

Standard	Guidance
RF.5.1: (Mastered in Grade 2)	● N/A
RF.5.2: (Mastered in Grade 1)	● N/A
RF.5.3: Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words. ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context.	**During Instruction:** ● Students apply the decoding skills from grades K-3 to decode and encode grade 4 multisyllabic words. ● Teachers provide direct and explicit instruction to build students' phonics and word analysis skills in decoding words. **Key Terms:** ● Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds ● Decode: a **reading** process in which students have the ability to break words into parts (syllables) to understand their meaning ● Encode: a **writing** process in which students have the ability to break a spoken word down into parts that are written or spelled out ● Letter-sound correspondences: the understanding that written letters and letter combinations represent specific sounds in spoken language ● Syllabication patterns: words follow several patterns that determine how they are divided ○ VCCV: vowel-consonant-consonant-vowel ■ Example: rab-bit ○ VCV: vowel-consonant-vowel ■ Example: a-corn ○ Consonant-le: consonant-le ■ Example: ta-ble ● Morphology: the study of the structure and form of words, including how they are built from smaller meaningful units called morphemes and how they relate to other words

	Additional Information: ● There are six syllable types: closed, open, vowel-team, vowel-r, vowel-consonant-e, and consonant-le.
RF.5.4: Read grade-level texts with sufficient accuracy and fluency to support comprehension. ○ Read with automaticity and appropriate prosody or expression. ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**During Instruction:** ● Students use surrounding words, phrases, and sentences to verify or confirm word recognition and deepen comprehension. **Key Terms:** ● Accuracy: the ability to correctly identify and pronounce words when reading, without making errors ● Fluency: the ability to read text with accuracy, an appropriate rate (speed), and expression (intonation and phrasing), which leads to comprehension and a motivation to read ● Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding ● Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion

Writing Standards

Standard	Guidance
W.5.1: Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information. a. Provide a thesis statement that introduces a topic or text clearly, states an opinion, and introduces an organizational structure that logically groups related ideas and information. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students develop a thesis statement that states the writer's position, includes supporting reasons, and provides an organizational map for the full text. ● Students use evidence that is valid and credible. ● Students use transitional words, phrases, and clauses (e.g., *consequently*, *specifically*, *as a result*) to clarify relationships among opinions, reasons, and evidence. ● Student concluding statements wrap up the piece by relating to the opinion and reinforcing the main ideas shared. ● Teachers model how to write opinion texts, explicitly thinking aloud what they are doing as they write the introduction, state their opinion, give reasons for the opinion, and conclude the writing. ● Teachers provide direct and explicit instruction in developing a thesis statement, analyzing sources to determine their validity and credibility, and opinion writing.
W.5.2: Write multi-paragraph informative/explanatory texts	**During Instruction:**

to examine a topic and convey ideas and information clearly. a. Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. b. Include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. c. Develop the topic with facts and definitions; concrete details, quotations, and/or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented.	• Student writing includes multiple paragraphs when appropriate to the prompt. • Students use transitional words, phrases, and clauses (e.g., in contrast, especially, as a result) to clarify relationships among ideas and across categories of information. • Students develop a thesis statement that introduces the topic, provides a general observation or focus, and provides an organizational map for the full text. • Students use evidence that is valid and credible. • Students' concluding statement should align with the information presented in the text and restate the main focus presented in the introduction. • Teachers model how to write informational texts, including developing the topic of the writing, providing facts, definitions, and details, connecting ideas with appropriate linking words, and how to conclude the writing. • Teachers provide direct and explicit instruction in developing a thesis statement, analyzing sources to determine their validity and credibility, and explanatory writing.
W.5.3: Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide an appropriate conclusion that follows from the narrated experiences or events.	**During Instruction:** • Student writing includes multiple paragraphs when appropriate to the prompt. • Students orient the reader by setting the scene and providing an organizational map for the story's progression. • Students use details and narrative techniques (such as dialogue and pacing) to develop characters and show their reactions to situations. • Students use transitional words, phrases, and clauses (e.g., *meanwhile*, *suddenly*, *afterward*) to manage the flow and timing of events. • Students utilize concrete words and sensory language to help the reader visualize the experiences and events precisely. • Students' concluding statement should follow naturally from the events of the story and provide a satisfying sense of closure.
W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**During Instruction:** • Students develop and organize ideas that are appropriate for the task and the purpose. • To produce clear and coherent writing, students track ○ Task alignment – how the response directly addresses the prompt.

	○ Organization – how ideas flow sequentially or categorically (e.g., cause/effect, chronological). ● Teachers explicitly teach what the task, purpose, and audience are. ● Teachers model how writers add and remove information in their texts to achieve clarity.
W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	**During Instruction:** ● Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. ● Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. ● Students follow a plan to revise and edit their work so that the writing is clear and correct. ● Students improve their writing by revising, editing, or rewriting with a new idea. ● Students check that their final draft is easy to read by using correct grammar and mechanics. ● Teachers model how to accurately use pre-writing tools. ● Teachers provide direct and explicit instruction in providing feedback to peers. **Additional Information:** ● Guidance and support will help students generate ideas about the topic, make a plan for their writing, and determine how they will structure their text.
W.5.6: With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	**During Instruction:** ● Students work independently or collaboratively, depending on the task and level of support required. ● With guidance and support, students ○ Draft and revise writing using word processing tools. ○ Use basic digital features such as spell check, formatting tools, or comment features with instructions. ○ Collaborate with peers on shared documents or presentations. ○ Add images, headings, or simple multimedia elements when appropriate to purpose and audience. ● Teachers model how to use technology to produce and publish writing using technology. **Additional Information:** ● Technology is used to support the full writing process, including drafting, revising, editing, and publishing.
W.5.7: Conduct research that uses several sources to build	**During Instruction:**

knowledge through investigation of different aspects of a topic.	• Students investigate a topic to consider a subject, problem, or idea from various angles, viewpoints, or elements. • Students distinguish between general information and evidence that directly supports their specific research focus.
W.5.8: Use relevant information from experiences and gather relevant information from print and digital sources. • Summarize or paraphrase information in notes and finished work. • Provide a list of sources.	**During Instruction:** • Students synthesize the conclusions of others by summarizing or paraphrasing with precision, ensuring that a standard citation format is followed to maintain academic integrity and avoid plagiarism **Additional Information:** • To assess source credibility and accuracy, students analyze: ▪ Authorship and expertise – who created the content and their credentials ▪ Objectivity – identifying potential bias or underlying agendas ▪ Currency – the relevance of the time period in which the information was published ▪ Source type – distinguishing between primary, secondary, and tertiary materials
W.5.9: Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards.	**During Instruction:** • Apply grade 5 Reading standards to literature and informational texts. • Students analyze a variety of texts to extract specific evidence that directly supports a claim, reflection, or research inquiry. • Relevant evidence is selected based on its ability to strengthen an analysis of the text's themes, central ideas, or structural elements.
W.5.10: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.	**During Instruction:** • Students identify the type of task they are doing to decide how much time and effort is needed (e.g., a quick journal entry vs. a long report). • Students determine the purpose for writing to choose the best way to share ideas (e.g., using facts to inform or reasons to persuade). • Students consider the audience to decide which words and tone to use (e.g., using formal language for a teacher or friendly language for a classmate). • Students understand that the task, purpose, and audience work together to help them plan how their writing should look and sound.

Speaking and Listening Standards

Standard	Guidance
SL.5.1: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on	**During Instruction:** • Students discuss topics and texts with their classmates and teacher by effectively

others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions considering the information and knowledge gained from the discussions.	adding their ideas, thoughts, or opinions to the discussion. • Students prepare for verbal interactions by reading or studying the topic or text prior to discussing. • Students use the information to formulate ideas to present during discussion. • Students adhere to the predetermined discussion rules. • Students ask clarifying questions to ensure the information they bring to the discussion is relevant to the topic. • Students share ideas and show understanding, while also thinking about what others are saying during a discussion. • Students reflect on the discussion and consider how their understanding has changed as a result of the • Teachers model engaging in effective collaborative discussions. Students may require frequent and repeated modeling of effective discussions.
SL.5.2: Summarize a written text read aloud or information presented in various media and formats.	**During Instruction:** • Students read a text aloud or gain understanding from videos, charts, or other media to explain the information in a new way without copying it word for word. • Students summarize the text to show that they understand the main ideas and can explain those ideas clearly. • Teachers model how to effectively summarize a text read aloud and information presented in various media and formats.
SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**During Instruction:** • Students identify the main points a speaker makes and explain how the speaker backs up each point with reasons and evidence.
SL.5.4: Present on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**During Instruction:** • Students understand that when presenting on a chosen topic or text, or when explaining an opinion, they must ensure that ideas are sequenced logically. • Students organize their thoughts in a clear, coherent progression that is easy for the audience to follow, supporting their main ideas or themes with appropriate facts and relevant, descriptive details. These details not only strengthen the argument or explanation but also make the presentation more engaging and credible. • Students speak clearly and at an understandable pace, allowing their audience to fully understand the information being conveyed without feeling rushed or confused. • Teachers model how to present effectively.
SL.5.5: Enhance the development of main ideas or themes	**During Instruction:**

of presentations by including multimedia components.	• Students use multimedia elements, visual and sound elements, to connect to the topic and help the audience understand or remember the important points. • Students use multimedia elements to support and enhance their message.
SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation.	**During Instruction:** • Students understand when to use formal English (academic/domain-specific vocabulary) and when to use informal English (casual interaction/discussion). **Key Terms:** • Formal English: used when giving a presentation or speaking to an audience • Informal English: used when talking with classmates in small groups

Language Standards

Standard	Guidance
L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections, and their function in particular sentences. b. Use the perfect verb tenses. c. Use verb tenses to convey various times, sequences, states, and conditions. d. Maintain consistent and logical verb choices, avoiding improper shifts in verb tense. e. Use correlative conjunctions	**During Instruction:** • Students generate grammatically correct sentences when writing and speaking. • Students explain the function of conjunctions, prepositions, and interjections and how they function in particular sentences. • Students use perfect verb tenses accurately and use verb tenses to convey various times, sequences, states, and conditions. • Students avoid using improper shifts in verb tense when speaking and writing. • Students use correlative conjunctions accurately. • Teachers provide direct and explicit instruction to ensure students have command of the conventions of standard English grammar and usage. **Key Terms:** • Conjunctions: words that connect words, phrases, or clauses • Prepositions: words that show the relationship between a noun (or pronoun) and another word in the sentence ○ often show direction, place, time, cause, manner, or amount • Interjections: words or short phrases that express strong emotion or reaction • Present perfect: shows an action that happened at an unspecified time in the past or an action that started in the past and continues now (e.g., She **has eaten** lunch. I **have lived** here for 5 years.) • Past perfect: shows an action that was completed before another past action (e.g., He **had finished** his homework before dinner. By the time she arrived, we **had left**.) • Future perfect: shows an action that will be completed before a specific time or event in the future (e.g., By tomorrow, I **will have completed** the report. In two years, they **will have graduated**.)

	• Correlative conjunctions: pairs of words that work together to connect equal parts of a sentence (like words, phrases, or clauses)
	  ○ both … and → Both the teacher and the students were excited.
	  ○ either … or → You can have either pizza or pasta.
	  ○ neither … nor → She is neither tall nor short.
	  ○ not only … but also → He is not only smart but also kind.
	  ○ whether … or → I can't decide whether to stay or to go.

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate a direct address. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**During Instruction:** • Students write sentences using correct capitalization, punctuation, and spelling. • Students use commas and semicolons to separate three or more items in a list. • Students put a comma after it before the main part of the sentence when a sentence begins with an introductory word, phrase, or clause. • Students use a comma to set off "yes" and "no". • Students use a comma to set off a tag question. • Students use a comma to show a direct address. • Students use quotation marks for shorter works (parts of a larger whole). • Students use italics (or underlining if you're handwriting) for longer works (complete works). • Students use their current levels of both foundational skills and/or vocabulary knowledge acquired through reading to encode (*write/spell*) words correctly and then, if needed for clarity or to confirm the spelling, students may consult references such as a dictionary, student materials, or texts as needed. • Teachers provide direct and explicit instruction to ensure students have a strong command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Examples:** • Introductory word: Yes, I would love some ice cream. • Introductory phrase: After the game, we went out for pizza. • Introductory clause: When the bell rang, the students hurried to class. • Transition word: However, we decided to stay home instead. **Key Terms:** • Tag question: a short question added to the end of a sentence to check or confirm something (e.g., You like pizza, don't you?)
L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**During Instruction:** • Students follow the rules of language when they write, speak, read, or listen. • Teachers model expanding sentences by adding descriptive details, modifiers, and explanatory clauses to provide richer information and paint a more vivid picture for

b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	the audience.
	• Teachers model combining sentences by merging shorter, related sentences into more complex structures using conjunctions, relative pronouns, or other connecting words.
	• Teachers model reducing sentences by identifying and eliminating unnecessary words or phrases without sacrificing essential meaning.
	Key Terms:
	• Dialect: how people talk based on where they are from (regional) and includes accents, words, and grammar they use when speaking or writing
	• Register: how formal or informal the language you use is, depending on the situation
	  ■ Formal register: used when writing an essay or public speaking
	  ■ Informal register: used when texting a friend

L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**During Instruction:** • Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. • Students determine what a word or phrase means based on the sentence it is in. • Students use prefixes, suffixes, and roots to figure out what a word means. • Teachers provide direct and explicit instruction in using context, knowledge of word parts, and reference materials to determine the meaning of unknown and multiple-meaning words.
L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Identify and interpret the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of their meanings.	**During Instruction:** • Students understand how words connect and how even small differences in meaning can affect communication. • Students determine word meaning by looking at how it relates to another word in context. • Students understand when words mean exactly what they say (literal) and when they mean something different or playful (nonliteral). • Teachers model explaining the meaning of figurative language, specifically similes and metaphors, before students identify and explain similes and metaphors. **Key Terms:** • Simile: compare two different things using the words like or as • Metaphor: you say something is something else to show an idea • Idioms: common phrases or sayings that are not literal • Adages: common non-literal sayings that offer advice or share a truth that many

	people believe • Proverbs: short, non-literal sayings that teach a life lesson or advice that is passed down through generations
L.5.6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**During Instruction:** • Students develop their vocabulary by acquiring and accurately applying a wide range of words and phrases suitable for grade 4, including both general academic vocabulary, which is essential for understanding and communicating across various topics, and domain-specific vocabulary. **Additional Information:** • The focus extends to words that clearly indicate specific actions, emotions, or states of being, thereby allowing for more nuanced and accurate expression when discussing a given topic. • Mastery of this vocabulary will enable students to articulate their ideas with greater clarity and precision, enhancing both their written and oral communication skills.

Grade 6

Reading Standards for Literature

Standard	Guidance
RL.6.1: Cite relevant textual evidence that strongly supports analysis of what the text says explicitly, as well as inferences drawn from the text; quote from texts accurately.	**During Instruction:** • Students provide specific, relevant, and well-integrated textual evidence that supports a claim clearly and convincingly. • Students draw conclusions based on both what is stated and what is implied, when making inferences. • Students analyze the text and then answer questions using the exact words in the text that provide the information needed to respond accurately. • Teachers model making inferences, quoting textual evidence to support claims, and analyzing text to answer text-dependent questions.
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.	**During Instruction:** • Students identify theme as the underlying message or universal idea the author conveys (e.g., perseverance, justice). • Students provide a summary that is free of personal opinion and focuses only on key events or ideas. • Teachers model objective summarizing and finding themes and central ideas. **Key Terms:** • Theme: the ideas the text explains, develops, and explores • Central idea: the main core message or takeaway of the text, what the author is

	saying about the topic ● Objective summary: a summary that captures essential points of the text without personal opinions or interpretations
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change.	**During Instruction:** ● Students understand how character responses to events contribute to character development and how both are part of plot progression. ● Teachers provide direct and explicit instruction on how the plot develops over the course of a text. **Key Terms:** ● Episodes: segments of the plot (e.g., scenes, chapters, or major events) ● Exposition: where the author introduces the setting, characters, and initial situation, laying the groundwork for the events to come ● Rising action: series of events that build tension and create conflict as the protagonist faces increasing challenges or obstacles, moving the story toward its peak ● Climax: turning point or moment of highest tension and drama in the story, where the conflict reaches its peak ● Falling action: events that occur after the climax, leading to the resolution; the tension decreases as the consequences of the climax unfold ● Resolution: the story's conclusion, where the main conflict is resolved, and a sense of closure is provided
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**During Instruction:** ● Students strengthen their understanding of how words are used to create imagery or symbolism. ● Teachers guide students to extract meaning from words and phrases based on their use in the text and model how to analyze how word choice affects meaning and tone. **Key Terms:** ● Figurative meanings: non-literal interpretations of words or phrases ○ Examples: ■ Metaphor: a figure of speech that compares two things by saying one is the other (e.g., Life is a roller coaster.) ■ Simile: a figure of speech that compares two different, unrelated things to make a description more vivid, clear, or imaginative, usually using the words "like" or "as" (e.g., He is as fast as the wind.) ■ Hyperbole: a figure of speech that uses obvious, intentional exaggeration to emphasize a point, express strong emotion, or create humor (e.g., I'm

	starving!) ■ Idiom: a phrase or expression whose total meaning cannot be understood by combining the literal definitions of its individual words (e.g., It is raining cats and dogs.) ■ Personification: a figure of speech and literary device where human traits, emotions, intentions, or actions are given to non-human things (e.g., The tired old car coughed and sputtered down the road.) ● Connotative meanings: emotional ideas, feelings, or images associated or connected to a word ○ Example: ■ House: a neutral word; represents a structure ■ Home: an emotional word; represents safety and family ● Tone: the author's attitude toward the subject, conveyed through word choice and style
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**During Instruction:** ● Students recognize that structural analysis reveals how individual parts build upon one another, developing themes, advancing the plot, shaping character arcs, and creating a cohesive and impactful experience for the reader or audience. ● Teachers model analysis of and explain how a text's components are organized and explain how a series of chapters, scenes, or stanzas are arranged to contribute to the overall structure.
RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	**During Instruction:** ● Students explain how the author develops the perspective of the narrator or speaker. ● Students trace point of view across the text, noting shifts. ● Teachers model how to analyze an author's development of point of view by examining the narrator's or speaker's thoughts, language, perspective, and descriptions of events. **Key Terms:** ● Point of view: the perspective or vantage point from which a story is told **Additional Information:** ● Authors may develop point of view through ○ Thoughts and reflections: reveal beliefs, assumptions, and interpretations ○ Dialogue: show the attitude toward characters or situations ○ Actions and reactions: reveal how the narrator or speaker responds to experiences ○ Word choice and descriptions: communicate judgments, emotions, or biases

	○ Experiences and relationships: explain why the narrator or speaker interprets events in a particular way ○ Changes over time: show how experiences reinforce, challenge, or alter the narrator's or speaker's perspective
RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**During Instruction:** ● Students analyze how their interpretation of a text may or may not change based on the format in which it is received. ● Students focus on sensory input (what they see/hear) and how it shapes mood, tone, and understanding. ● Teachers model how to compare and contrast types of text based on the structure and the sensory experience of seeing and hearing the text through different media.
RL.6.8: (Not applicable to literature.)	● N/A
RL.6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	**During Instruction:** ● Students analyze texts across genres to determine how an author's medium and form affect how a theme or topic is developed (e.g., poem vs. short story). ● Teachers model how to compare and contrast types of text based on their structure and the sensory experience of seeing and hearing the text through different media. **Additional Information:** ● Themes may be universal, but genre conventions influence how they are presented.
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Reading Standards for Informational Text

Standard	Guidance
RI.6.1: Cite relevant textual evidence that strongly supports analysis of what the text says explicitly as well as inferences drawn from the text; quote from texts accurately.	**During Instruction:** ● Students provide specific, relevant, and well-integrated textual evidence that supports a claim clearly and convincingly. ● Students draw conclusions based on both what is stated and what is implied when making inferences. ● Students analyze the text and then answer questions about a text using the exact words in the text that give them the information to respond accurately. ● Teachers model making inferences, quoting textual evidence to support claims, and

	analyzing text to answer text-dependent questions.
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide an objective summary of the text.	**During Instruction:** ● Students identify particular details and explain how those details establish, develop, or clarify the central idea. ● Students provide a summary that is free of personal opinion and focuses only on key events or ideas. ● Teachers model objective summarizing and finding the central idea of a text by analyzing its connection to key details. **Key Terms:** ● The central idea: the main informational focus or takeaway of the text, what the author is saying about the topic ● Objective summary: a summary that captures essential points of the text without personal opinions or interpretations
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	**During Instruction:** ● Students analyze what and how information is presented in the text. ● Students recognize which person, event, or idea is important to the text's purpose and development. ● Students explain how the author's choices help readers understand key people, events, or ideas. ● Teachers model and identify a process for students to analyze how details, events, or ideas are presented and unfold in a text. **Key Terms:** ● Introduced: the initial or first mention or description of the information ● Illustrated: examples, visuals, anecdotes, or comparisons ● Elaborated: additional development, explanations, or connections made throughout the text
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**During Instruction:** ● Students understand what words and phrases mean as they are used in the text. ● Students use the surrounding text to determine what a particular word or phrase means in that particular context. ● Students determine when the author is using non-literal language and words that convey either positive or negative emotional subtext. ● Students consider the whole sentence, surrounding sentences and paragraphs, characters, events, and tone to determine the meaning. ● Students analyze how the author uses language to impact the meaning or tone of a text.

	• Teachers model how to use context to determine the meaning of a word, including when the author is using figurative language.
	• Teachers model how to explain the reasoning when determining what words or phrases mean (e.g., The word reluctant means unwilling or hesitant in this passage because the character repeatedly avoids participating in the activity).
	Key Terms:
	• Figurative meanings: non-literal interpretations of words or phrases
	  ○ Examples:
	  ■ Metaphor: a figure of speech that compares two things by saying one is the other (e.g., Life is a roller coaster.)
	  ■ Simile: a figure of speech that compares two different, unrelated things to make a description more vivid, clear, or imaginative, usually using the words "like" or "as" (e.g., He is as fast as the wind.)
	  ■ Hyperbole: a figure of speech that uses obvious, intentional exaggeration to emphasize a point, express strong emotion, or create humor (e.g., I'm starving!)
	  ■ Idiom: a phrase or expression whose total meaning cannot be understood by combining the literal definitions of its individual words (e.g., It is raining cats and dogs.)
	  ■ Personification: a figure of speech and literary device where human traits, emotions, intentions, or actions are given to non-human things (e.g., The tired old car coughed and sputtered down the road.)
	• Connotative meanings: emotional ideas, feelings, or images associated or connected to a word
	  ○ Example:
	  ■ House: a neutral word; represents a structure.
	  ■ Home: an emotional word; represents safety and family.
	• Tone: the author's attitude toward the subject, conveyed through word choice and style

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**During Instruction:** • Students build knowledge of the text to determine how the sentence, paragraph, chapter, or section helps the author build their message, story, or argument. • Students use the structure of the text to analyze how a specific part fits into the whole. Students should recognize the structure of the relevant passage and explain how it contributes to the text's organization and ideas. • Teachers model analysis of a text, explaining how the components are organized and how each part builds on the other parts and the development of ideas conveyed.

	Additional Information: ● Focus is on function: Why did the author place this section here? How does it support or advance an idea?
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**During Instruction:** ● Students distinguish the author's point of view from their purpose. ● Students explain how the author communicates their purpose and point of view through the text. Some things for students to examine are ○ Word choice and connotation ○ Claims and supporting evidence ○ Facts, examples, and explanations ○ Details emphasized or omitted ○ Tone and language ○ Organization and presentation of information ● Students distinguish the author's perspective from factual information and use textual evidence to support their interpretation. ● Teachers model how to determine the author's purpose and point of view through analyzing word choice, tone, evidence, examples, and/or text structure. **Key Terms:** ● Point of view: the author's perspective, stance, or bias ● Purpose: why the author wrote the text
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**During Instruction:** ● Students synthesize information across formats such as text, graphs, charts, maps, timelines, or videos into an overall understanding of the information being presented. ● Teachers model how to analyze how visuals, graphs, and written text contribute to understanding the same issue.
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**During Instruction:** ● Students identify the central argument, follow how the argument develops throughout the text, and the specific claims the author makes. ● Students evaluate each claim to determine whether the reasons and evidence support the claim. Students should recognize that the presence of evidence does not automatically indicate that a claim is well supported. ● Teachers provide direct and explicit instruction on tracing an argument and evaluating whether claims are supported by relevant evidence and sound reasoning. ● Teachers model how to determine if an argument is well supported, even when not agreeing with the argument being made.

RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**During Instruction:** ● Students examine perspective, tone, emphasis, and selection of details across texts with the same topic to better understand that authors make deliberate choices in what they include and how they portray events. ● Teachers model how to compare and contrast authors' presentations of the same events using evidence, tone, point of view, and word choice used in each text.
RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**During Instruction:** ● Students work toward becoming independent readers by reading and understanding complex grade-level texts by themselves.

Writing Standards

Standard	Guidance
W.6.1: Write multi-paragraph arguments to support claims with clear reasons and relevant evidence. a. Provide a thesis statement that introduces a claim(s) and establishes a structure that clearly organizes the supporting reasons and evidence. b. Support claim(s) with clear reasons and relevant evidence from credible sources, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among the claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students use transitional words, phrases, and clauses (e.g., however, therefore, as a result) to clarify relationships among claims, reasons, and evidence. ● Student writing maintains a formal style, appropriate for academic argument. ● Students develop a thesis statement that states the writer's position, includes supporting reasons, and provides an organizational map for the full text. ● Students use evidence that is valid and credible. ● Students develop a concluding statement that aligns with the argument presented in the text and restates the thesis statement presented in the introduction. ● Teachers model how to write argumentative texts, explicitly thinking aloud what they are doing as they write the introduction, state their opinion, give reasons for the opinion, and conclude the writing. ● Teachers provide direct and explicit instruction in developing a thesis statement, analyzing sources to determine their validity and credibility, and opinion writing.
W.6.2: Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically.	**During Instruction:** ● Student writing includes multiple paragraphs when appropriate to the prompt. ● Students develop a thesis statement that introduces the topic, provides a general observation or focus, and provides an organizational map for the full text. ● Students use evidence that is valid and credible. ● Students use special formatting, including headings, specialized font (e.g., bold, italics, underlining), or graphics to emphasize the organization of supporting points

• Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding section that follows from the information or explanation presented.	into sections. • Students develop a concluding section that aligns with the information or explanation presented in the text. • Teachers guide students to understand that informative/explanatory writing requires students to explain to or inform the audience about a topic using facts and concrete details. • Teachers model how to write informational texts, including developing the topic of the writing, providing facts, definitions, and details, connecting ideas with appropriate linking words, and how to conclude the writing. • Teachers provide direct and explicit instruction in developing a thesis statement, analyzing sources to determine their validity and credibility, and writing explanatory texts. **Key Terms:** • Precise language: using specific words to convey meaning clearly • Domain-specific vocabulary: words and phrases unique to a particular field of study or profession
W.6.3: Write multi-paragraph narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize the sequence of events logically. • Use narrative techniques appropriate to the task, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • Provide an appropriate conclusion that follows from the narrated experiences or events.	**During Instruction:** • Student writing includes multiple paragraphs when appropriate to the prompt. • Students engage and orient the reader by setting the scene and providing an organizational map for the story's progression. • Students use appropriate narrative techniques to develop the text. The narratives should have a clear beginning, middle, and end, using dialogue, descriptive language, and appropriate pacing to develop characters and events. • Students use precise words, sensory language, and varied transitions to create a coherent whole. • Students' concluding statement should follow naturally from the events of the story and provide a satisfying sense of closure. • Teachers model how to use narrative techniques to tell a story effectively.
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations	**During Instruction:** • Students develop and organize ideas that are appropriate for the task and the purpose.

for writing types are defined in standards 1-3 above.)	• To produce clear and coherent writing, students track
	  ○ Task alignment – how the response directly addresses the prompt.
	  ○ Organization – how ideas flow sequentially or categorically (e.g., cause/effect, chronological).
	• Teachers explicitly teach what the task, purpose, and audience are.
	• Teachers model how writers add and remove information in their texts to achieve clarity.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	**During Instruction:** • Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. • Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. • Students follow a plan to revise and edit their work so that the writing is clear and correct. • Students improve their writing by revising, editing, or rewriting with a new idea. • Students check that their final draft is easy to read by using correct grammar and mechanics. • Teachers model how to accurately use pre-writing tools. • Teachers provide direct and explicit instruction in providing feedback to peers.
W.6.6: With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	**During Instruction:** • Students work independently or collaboratively, depending on the task and level of support required. • Students draft and revise writing using word processing tools. • Students use basic digital features such as spell check, formatting tools, or comment features with instructions. • Students collaborate with peers on shared documents or presentations. • Students add images, headings, or simple multimedia elements when appropriate to purpose and audience. • Teachers model how to use technology to produce and publish writing using technology. **Additional Information:** • Technology is used to support the full writing process, including drafting, revising, editing, and publishing.
W.6.7: Conduct research to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**During Instruction:** • Students initiate the research process by formulating a primary inquiry that directs the selection of multiple print and digital sources.

	• Students synthesize information from several sources to build a complete answer to their initial research question. • Students distinguish between general information and evidence that directly supports their specific research focus.

W.6.8: Gather relevant information from multiple print and digital sources.
• Use search terms effectively.
• Assess the credibility and accuracy of each source.
• Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
• Follow a standard format for citation.
	During Instruction:
	• Students synthesize the conclusions of others by quoting or paraphrasing with precision, ensuring that a standard citation format is followed to maintain academic integrity and avoid plagiarism.
	• Teachers model how to gather relevant information from multiple sources, assess credibility, and cite while avoiding plagiarism or excessive use of artificial intelligence resources.
	Additional Information:
	• To assess source credibility and accuracy, students analyze
	  ■ authorship and expertise: who created the content and their credentials
	  ■ objectivity: identifying potential bias or underlying agendas
	  ■ currency: the relevance of the time period in which the information was published
	  ■ source type: distinguishing between primary, secondary, and tertiary materials

W.6.9: Draw relevant evidence from grade-appropriate literary or informational texts to support reflection, research, and analysis based on grade-level reading standards.	**During Instruction:** • Students apply grade 6 Reading standards to literature and informational texts. • Students analyze diverse texts to extract specific evidence that directly supports a claim, reflection, or research inquiry. • Students select relevant evidence based on its ability to strengthen an analysis of the text's themes, central ideas, or structural elements.
W.6.10: Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences.	**During Instruction:** • Students identify the type of task they are doing to decide how much time and effort is needed (e.g., a quick journal entry vs. a long report). • Students determine the purpose for writing so they can choose the best way to share ideas (e.g., using facts to inform or reasons to persuade). • Students think about the audience to decide which words and tone to use (e.g., using formal language for a teacher or friendly language for a classmate). • Students understand that the task, purpose, and audience work together to help them plan how their writing should look and sound.

Speaking and Listening Standards

Standard	Guidance
SL.6.1: Engage effectively in a range of collaborative discussions about grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to relevant evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. a. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**During Instruction:** • Students discuss topics and texts effectively, adding their ideas, thoughts, or opinions to the discussion. • Students prepare for verbal interactions by reading or studying the topic or text before discussing, to formulate ideas to present during discussion. • Students adhere to the predetermined discussion rules. • Students generate questions that require classmates to think and respond thoughtfully. • Students ask clarifying questions to ensure the information they bring to the discussion is relevant to the topic. • Students share ideas and show understanding, while also thinking about what others are saying during a discussion.
SL.6.2: Interpret information presented in various media and formats and explain how it contributes to a topic, text, or issue under study.	**During Instruction:** • Students analyze how multiple differing presentations contribute to the broader understanding of a given topic, text, or issue. • Teachers facilitate discussion using HQIM-provided questions and protocols, and teachers create scaffolded, relevant questions to support student analysis.
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.	**During Instruction:** • Students analyze how the speaker's claims, reasons, and evidence work together to support the speaker's overall argument. • Students analyze the speaker's claim and evidence to determine validity. • Teachers model how to ensure evidence is logically connected to the claim it is intended to support. **Key Term:** • Delineate: describe or portray with accuracy and detail
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate directionality, adequate volume, and clear pronunciation.	**During Instruction:** • Students share ideas in an order that is logical and leads to the next idea, making the information easily understood by others. • Students present ideas facing the audience, speaking loudly and clearly enough to

	be easily understood. • Teachers model appropriate presentation skills.
SL.6.5: Include multimedia components and visual displays in presentations to clarify information.	**During Instruction:** • Students use multimedia components and visual displays to connect topics and help the audience understand or remember important points. • Students effectively use multimedia elements that do not distract from the main idea or theme; they support and enhance their message.
SL.6.6: Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.	**During Instruction:** • Students understand when to use formal English (academic/domain-specific vocabulary) and when to use informal English (casual interaction/discussion). **Key Terms:** • Formal English: used when giving a presentation or speaking to an audience • Informal English: used when talking with classmates in small groups

Language Standards

Standard	Guidance
L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Maintain appropriate shifts in pronoun number and person. d. Use pronouns that clearly and logically connect to antecedents. e. Use strategies to improve expression in conventional language when variations from standard English exist in their own and others' writing and speaking.	**During Instruction:** • Students generate grammatically correct sentences when writing and speaking. • Students use singular or plural pronouns when referring to a subject with the same subject, maintaining appropriate shifts in pronoun use. • Students clearly express their ideas in situations where standard English is expected, like essays, speeches, or reports. **Key Terms:** • Proper pronoun case: the form a pronoun takes based on its grammatical job or function in a sentence • Subjective pronouns: words that perform the action in a sentence (e.g., I, you, he, she, it, we, they, who) • Objective pronouns: receive the action of a verb or act as the object of a preposition (e.g., me, you, him, her, it, us, and them) • Possessive pronouns: show ownership by replacing a noun (e.g., mine, yours, his, hers, its, theirs, and ours) • Intensive pronouns: emphasize a noun or another pronoun in a sentence (e.g., myself, yourself, himself, herself, themselves)
L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	**During Instruction:** • Students write sentences using correct capitalization, punctuation, and spelling.

when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements. b. Spell correctly, consulting references as needed.	• Students use their knowledge of foundational skills to spell words correctly, and then, if needed, students may consult references such as a dictionary, student materials, or texts. **Key Terms:** • Nonrestrictive parenthetical elements: phrases or clauses that add extra, non-essential information to a sentence and can be removed without changing the sentence's meaning • Commas: used for subtle additions. (e.g., The children, who had been waiting all day, were eager to get home.) • Dashes: used for emphasis or clarity (e.g., The cub's paws — check out the size of them — are already huge.) • Parentheses: used for "in passing" information (e.g., My dog (who is almost 4 years old) is the most obedient pet I have ever owned.)
L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.	**During Instruction:** • Students follow the rules of language when they write, speak, read, or listen. • Students change their writing style to match their intended audience. • Consistency in style and tone helps maintain focus, purpose, and clarity for the audience. • Teachers model expanding sentences by adding descriptive details, modifiers, and explanatory clauses to provide richer information and paint a more vivid picture for the audience. • Teachers model combining sentences by merging shorter, related sentences into more complex structures using conjunctions, relative pronouns, or other connecting words. • Teachers model reducing sentences by identifying and eliminating unnecessary words or phrases without sacrificing essential meaning.
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content, choosing flexibly from a range of strategies. a. Use context to determine the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots to determine the meaning of a word. c. Consult various reference materials to determine or verify the pronunciation, part of speech, and meaning of a word.	**During Instruction:** • Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. • Students determine what a word or phrase means based on the sentence it is in. • Students use prefixes, suffixes, and roots to figure out what a word means. • Teachers provide direct and explicit instruction in using context, knowledge of word parts, and reference materials to determine the meaning of unknown and multiple-meaning words.

L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including personification, in context and analyze their role in the text. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	**During Instruction:** ● Students understand when words mean exactly what they say (literal) and when they mean something different or playful (nonliteral). ● Students understand how words connect to each other and how even small differences in meaning can affect communication. ● Teachers model explaining the meaning of figurative language, personification, before students identify and explain similes and metaphors. **Key Terms:** ● Personification: a literary device where non-human things, like objects or ideas, are given human qualities, abilities, or emotions
L.6.6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**During Instruction:** ● Students develop their vocabulary by acquiring and accurately applying a wide range of words and phrases suitable for grade 6, including both general academic vocabulary, which is essential for understanding and communicating across various topics, and domain-specific vocabulary. **Key Terms:** ● General academic words and phrases: words that appear across all content areas (e.g., analyze, conclude, evaluate, context, hypothesize, principle). Mastery of these terms is crucial for understanding complex instructions, texts, and discussions in every subject ● Domain-specific words and phrases: technical terms unique to a particular subject or topic (e.g., theme, point of view, metaphor, allegory)