**TABLE OF CONTENTS**

Introduction to the content

Maine Guiding Principles and English Language Arts/Literacy

Introduction to Language

Language Standards

Introduction to Speaking & Listening

Speaking & Listening Standards

Introduction to Reading

Reading Standards

Introduction to Writing

Writing Standards

**INTRODUCTION to English Language Arts**

Literacy is a basic human right, achievable by all students. Today’s learners need to know how to read, write, speak, and communicate effectively in order to survive in an ever-changing and challenging global society. English Language Arts/Literacy is the foundation for learning in all of the content areas. The literacy continuum develops across an individual’s lifetime, but literacy does not reside solely in the individual person; it requires and creates relationships with others through communication and interaction. Literacy is a developmental process that empowers students to become lifelong, effective learners and communicators.

The Maine Learning Results English Language Arts/Language standards are organized into four strands: Language, Speaking and Listening, Reading, and Writing. Each strand represents a body of knowledge and skills that students need to become lifelong learners. These strands are further broken down into standards that identify enduring understandings and skills that transfer across contexts, content areas, and grade levels. As students progress through the curriculum, the standards are broken down into Performance Expectations that are grouped by grade level through grade 5 and then are banded 6-8 and 9-Diploma. The Performance Expectations define skills and establish measurable articulations of what the student understands and can do.

The standards reference “Various Text Types” rather than emphasizing any one particular genre. Teachers are encouraged to use a variety of text types, including literature and informational texts in multiple formats. The skills outlined by the standards are designed so that students can receive literacy instruction with each text they encounter across all disciplines.

**Guiding Principles**

The Guiding Principles steer education in Maine and are reflected and embedded throughout the English Language Arts/Literacy standards. Examples of how students can show evidence of those guiding principles in English Language Arts/Literacy may include (but are not limited to) the following suggestions:

1. **Clear and effective communicator:** Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
2. **A self-directed and lifelong learner:** Studentsapply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
3. **A creative and practical problem solver:** Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
4. **A responsible and involved citizen:** Studentsdemonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
5. **An integrative and informed thinker:** Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

**LANGUAGE**

Throughout the developmental continuum in English Language Arts/Literacy and across all content areas, language is the core of understanding and comprehension. Context is key. Human understanding is founded in communication and language, and organic experiences are the most effective means of learning language skills. While the language standards are presented separately from reading, writing, speaking, and listening, they are best utilized and presented as embedded skills within the other strands. A balance must be found between direct instruction of standards, like vocabulary acquisition and spelling, and integrated instruction of standards, like vocabulary use and nuance.

These standards are not a checklist, but key components of reading, writing, speaking, and listening instruction, and they should be treated as such. Frequent, intentional reference to and instruction in these skills is essential to teaching students to be clear communicators in every medium and field.

Each language standard may contain multiple concepts, at different levels of complexity. In early adolescence and adolescence grade spans, these are best taught in order as listed, even across grade levels, to provide students with the foundational knowledge required for success as they progress, not just through school, but through life. Developing facility with the language standards is key to building comprehension and fluency with increasingly complex texts and communications.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **LANGUAGE: CONVENTIONS OF STANDARD ENGLISH** | | |
| **Standard 1** | **Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.** | | |
| Performance Expectations | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| 1. Use frequently occurring nouns and verbs. 2. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). 3. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). 4. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). 5. Produce and expand complete sentences in shared language activities. | 1. Use common, proper, and possessive nouns. 2. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). 3. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). 4. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). 5. Use frequently occurring adjectives. 6. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). 7. Use determiners (e.g., *articles, demonstratives*). 8. Use frequently occurring prepositions (e.g., *during, beyond, toward*). 9. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | 1. Use collective nouns (e.g., *group*). 2. Form and use frequently occurring irregular plural nouns (e.g., *feet, children,* *teeth, mice, fish*). 3. Use reflexive pronouns (e.g., *myself, ourselves*). 4. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). 5. Use adjectives and adverbs; choose between them depending on what is to be modified. 6. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). |
| Performance Expectations | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| 1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 2. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., *childhood*). 4. Form and use regular and irregular verbs. 5. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. 6. Ensure subject-verb and pronoun-antecedent agreement. 7. Form and use comparative and superlative adjectives and adverbs, and choose 8. between them depending on what is to be modified. 9. Standards for Language 3 10. Use coordinating and subordinating conjunctions. 11. Produce simple, compound, and complex sentences. | 1. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). 2. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. 3. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. 4. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). 5. Form and use prepositional phrases. 6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \* 7. Correctly use frequently confused words (e.g., *to, too, two; there, their*). | 1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense. 5. Use correlative conjunctions (e.g., *either/or, neither/nor*). |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Ensure that pronouns are in the proper case (subjective, objective, possessive). 2. Use intensive pronouns (e.g., *myself, ourselves*). 3. Recognize and correct inappropriate shifts in pronoun number and person. 4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 5. Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. 6. Explain the function of phrases and clauses in general and their function in specific sentences. 7. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 8. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers 9. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. 10. Form and use verbs in the active and passive voice. 11. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 12. Recognize and correct inappropriate shifts in verb voice and mood. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Use parallel structure. 2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 3. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable. 4. Resolve issues of complex or contested usage, consulting references as needed. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **LANGUAGE: CONVENTIONS OF STANDARD ENGLISH** | | |
| **Standard 2** | **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.** | | |
| Performance Expectations | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| 1. Capitalize the first word in a sentence and the pronoun *I*. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | 1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | 1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives. 4. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil). 5. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Childhood | | | | |
| Grade 3 | Grade 4 | | Grade 5 | |
| Performance Expectations | 1. Capitalize appropriate words in titles. 2. Use commas in addresses. 3. Use commas and quotation marks in dialogue. 4. Form and use possessives. 5. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). 6. Use spelling patterns and generalizations (e.g., word families, position-based   spellings, syllable patterns, ending rules, meaningful word parts) in writing words.   1. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | 1. Use correct capitalization. 2. Use commas and quotation marks to mark direct speech and quotations from a text. 3. Use a comma before a coordinating conjunction in a compound sentence. 4. Spell grade-appropriate words correctly, consulting references as needed. | | 1. Use punctuation to separate items in a series. 2. Use a comma to separate an introductory element from the rest of the sentence. 3. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve*?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed. |

|  |  |
| --- | --- |
| Grade Span | Early Adolescence |
| Grades 6-8 |
| Performance Expectations | 1. Spell correctly. 2. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 3. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt)*. 4. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. 5. Use an ellipsis to indicate an omission. |
| Grade Span | Adolescence |
| Grades 9-Diploma |
| Performance Expectations | 1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Observe hyphenation conventions. 4. Spell correctly. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **LANGUAGE: KNOWLEDGE OF LANGUAGE** | | |
| **Standard 3** | **Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance  Expectations | Use knowledge of language and its conventions when speaking or listening. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Compare formal and informal uses of English. |
|  | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance  Expectations | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases for effect. 2. Recognize and observe differences between the conventions of spoken and written standard English. | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose words and phrases to convey ideas precisely. 2. Choose punctuation for effect. 3. 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 knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |

|  |  |
| --- | --- |
| Grade Span | Early Adolescence |
| Grades 6-8 |
| Performance Expectations | 1. Vary sentence patterns for meaning, reader/listener interest, and style. 2. Maintain consistency in style and tone. 3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 4. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
| Grade Span | Adolescence |
| Grades 9-Diploma |
| Performance Expectations | 1. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task. 2. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strand** | **LANGUAGE: VOCABULARY ACQUISITION AND USE** | | | | | | |
| **Standard 4** | **Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.** | | | | | | |
| Grade | Childhood | | | | | | |
| Kindergarten | | Grade 1 | | | Grade 2 | |
| Performance  Expectations | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). 2. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks, looked, looking*). | | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). 4. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | |
| Grade | Childhood | | | | | | |
| Grade 3 | Grade 4 | | | Grade 5 | | |
| Performance Expectations | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on g*rade 3 reading and content*, choosing flexibly from a range of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). 4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

|  |  |
| --- | --- |
| Grade Span | Early Adolescence |
| Grades 6-8 |
| Performance Expectations | 1. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible in 6th grade; belligerent, bellicose, rebel in 7th grade; precede, recede, secede in 8th grade*). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Grade Span | Adolescence |
| Grades 9-Diploma |
| Performance Expectations | 1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **LANGUAGE: VOCABULARY ACQUISITION AND USE** | | |
| **Standard 5** | **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance  Expectations | With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). 4. 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. | With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 2. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). 3. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 4. 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. | Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). 2. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). |

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Demonstrate understanding of word relationships and nuances in word meanings.   1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., t*ake steps*). 2. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). 3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 2. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 3. Recognize and explain the meaning of common idioms, adages, and proverbs. 4. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| Grade Span | Early Adolescence: Grades 6-8 | | |
| Performance Expectations | 1. Interpret figures of speech (e.g. personification in 6th grade; allusions in 7th grade; verbal irony, puns in 8th grade) in context. 2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category in 6th grade; synonym/antonym, analogy in 7th grade) to better understand each of the words. 3. Distinguish among the connotations of words with similar denotations (e.g., *stingy, scrimping, economical, unwasteful, thrifty in 6th grade; refined, respectful, polite, diplomatic, condescending in 7th grade; bullheaded, willful, firm, persistent, resolute in 8th grade*). | | |
| Grade Span | Adolescence: Grades 9-Diploma | | |
| Performance Expectations | a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **LANGUAGE: VOCABULARY ACQUISITION AND USE** | | |
| **Standard 6** | **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). | Acquire and use accurately 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*). |
| Grade Span | Early Adolescence: Grades 6-8 | | |
| Performance  Expectations | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| Grade Span | Adolescence: Grades 9-Diploma | | |
| Performance Expectations | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |

**SPEAKING AND LISTENING**

Speaking and listening are essential components in our schools, our homes, our communities, and our places of work. Direct, interpersonal communication is the cornerstone of human relationships, and nowhere is this more clearly articulated than in dialogue, discussion, presentation, and debate. Successful students must be able to communicate in multiple mediums, through conversations, interviews, digital presentations, and countless day-to-day interactions that build understanding of their world and the perspectives of their peers. Key to success in our modern world is interaction with diverse others and ever-changing groups, and creating and following community guidelines and rules, which is critical practice for civic responsibility later in life.

Speaking and listening standards do not stand alone; like all Language Arts skills, they are interconnected. Early speaking and listening skills in primary grades are foundational to close reading skills in later grades, and throughout school and life the ability to understand, analyze, and evaluate others’ words helps everyone develop a richer and deeper awareness of human motivation and purpose.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION** | | |
| **Standard 1** | **Prepare for and participate in conversations across a range of topics, types, and forums, building on others’ ideas and expressing their own.** | | |
| Grades | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 3. Continue a conversation through multiple exchanges. | 1. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 4. Ask questions to clear up any confusion about the topics and texts under discussion. | 1. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Build on others' talk in conversations by linking their comments to the remarks of others. 4. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led and teacher-led) on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 2. 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. 3. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 4. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 5. Explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 2. 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. 3. Follow agreed-upon rules for discussions and carry out assigned roles. 4. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. 5. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 2. 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. 3. Follow agreed-upon rules for discussions and carry out assigned roles. 4. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| Grade Span | Early Adolescence: Grades 6-8 | | |
| Performance Expectations | 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 3. Follow rules for collegial discussions and decision-making, set and track progress toward specific goals and deadlines, and define individual roles as needed. 4. Pose questions that elicit elaboration, connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. 5. Review the key ideas expressed and demonstrate understanding of multiple perspectives through paraphrasing and reflection. Acknowledge new information expressed by others, and, when warranted, modify, qualify, or justify their own views in light of the evidence presented. | | |
| Grade Span | Adolescence: Grades 9-Diploma | | |
| Performance Expectations | 1. Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led)on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 3. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 4. Propel conversations by posing and responding to questions that probe reasoning and evidence. 5. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION** | | |
| **Standard 2** | **Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details to seek help if something is not understood. 2. Ask and answer questions in order to seek help, gather information, or clarify something that is not understood. | 1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 2. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | 1. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. 2. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | 1. Paraphrase portions of a text read aloud or information presented in diverse media and formats. 2. Identify the reasons and evidence a speaker provides to support particular points. | 1. Summarize a written text read aloud or information presented in diverse media and formats. 2. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Interpret information, analyze the main ideas and supporting details, and analyze the purpose of information presented in diverse formats. 2. Explain how the presentation contributes to or clarifies a topic under study, and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker’s argument and specific claims, evaluate the soundness of the reasoning and sufficiency of the evidence, and identify when irrelevant evidence is introduced. | | |
|
|
|
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 2. Evaluate the speaker’s technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS** | | |
| **Standard 3** | **Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 2. Add drawings or other visual displays to descriptions as desired to provide additional detail. | 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | 1. Describe people, places, things, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2. Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly at an understandable pace. 2. Create audio/video recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | 1. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 2. Add audio/video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | 1. Report 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. 2. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Present claims and findings, emphasizing salient points in a sequenced, focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details. 2. Use appropriate eye contact, adequate volume, and clear pronunciation. 3. When appropriate, integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | |
|
|
|
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning. 2. Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 3. Use appropriate eye contact, adequate volume, and clear pronunciation. 4. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS** | | |
| **Standard 4** | **Adapt speech to a variety of contexts, audiences, and communicative tasks.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Speak audibly and express thoughts, feelings, and ideas clearly. | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion)~~.~~ (See grade 4 Language standards 1 and 3 for specific expectations.) | Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register. (See grade 5 Language standards 1 and 3 for specific expectations.) |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Adapt speech to a variety of contexts, demonstrating command of language in the appropriate register (See grades 6-8 Language standards 1 and 3 for specific expectations.) | | |
|
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Adapt speech to a variety of contexts, demonstrating a command of language in the appropriate register.  (See grades 9-Diploma Language standards 1 and 3 for specific expectations.) | | |

**READING**

The goal of all reading instruction is to help students become competent consumers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning, and use literacy for lifelong learning, empowerment, and enjoyment.

A text is anything that can be read, heard or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student’s expereience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience.

The reading standards are designed progressively, using specificity and scaffolding to engage all readers in pursuing skills and experiences that contribute to personal, communal, and global needs and interests. This design promotes essential reading skills, allowing students to understand and enjoy a wide range of texts from a variety of perspectives. Teachers must employ a balance of research-based instructional approaches and strategies designed to provide multiple opportunities for transfer of learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS** | | |
| **Standard 1** | **Demonstrate understanding of the organization and basic features of print.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by  specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet. | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Recognize the distinguishing features of a paragraph (e.g. indent). |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS** | | |
| **Standard 2** | **Demonstrate understanding of words, syllables, and sounds (phonemes).** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. 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/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. 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). | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to help students move toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to help students move toward proficiency. | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and access district resources to help students move toward proficiency. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to move students toward proficiency. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION** | | |
| **Standard 3** | **Know and apply grade-level phonics and word analysis skills in decoding words.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ | a. Know the spelling-sound correspondences for common consonant digraphs.  b. Decode regularly spelled one- syllable words.  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 words with inflectional endings.  g. Recognize and read grade- appropriate irregularly spelled words. | a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound correspondences.  f. Recognize and read grade-appropriate irregularly spelled words. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllabic words.  d. Read grade-appropriate irregularly spelled words. | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should   * assess where students are, * determine what they need to learn to master the skills appropriate to their grade level or grade span, and * access district resources to help students move toward proficiency. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand** | **READING/KEY IDEAS AND DETAILS** | | | | |
| **Standard 4** | **Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.** | | | | |
| Grade | Childhood | | | | |
| Kindergarten | | Grade 1 | | Grade 2 |
| Performance Expectations | Ask and answer questions with prompting and support about who, what, when, where, and how. | | Ask and answer questions about who, what, when, where, and how. | | Ask and answer questions about who, what, when, where, how and why. |
| Grade | Childhood | | | | |
| Grade 3 | Grade 4 | | Grade 5 | |
| Performance Expectations | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Refer to details and examples in a text when explaining what the text says explicitly and when making inferences. | | Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences. | |
| Grade Span | Early Adolescence | | | | |
| Grades 6-8 | | | | |
| Performance Expectations | Cite several pieces of textual evidence that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| Grade Span | Adolescence | | | | |
| Grades 9-Diploma | | | | |
| Performance Expectations | Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING/KEY IDEAS AND DETAILS** | | |
| **Standard 5** | **Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Retell familiar texts with prompting and support, including details about who, what, when, where, and how. 2. Retell key details of texts with prompting and support, including the main topic. | 1. Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. 2. Retell key details of texts, including the main topic. | 1. Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. 2. Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported. 2. Explain how the key details support the central idea of a text. | 1. Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported. 2. Summarize texts, including how the key details support the central idea. | 1. Summarize texts, including theme and character development. 2. Summarize texts, including how the key details support two or more central ideas. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Provide an accurate summary of various texts; 2. Determine theme(s) or central idea(s) and analyze how its development is conveyed over the course of the texts, including its relationship to specific supporting details. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Provide accurate summaries of various texts that make clear the relationships among the key details and ideas. 2. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: KEY IDEAS AND DETAILS** | | |
| **Standard 6** | **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. With prompting and support, identify characters, settings, and major events in a story. 2. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. 2. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 1. Describe how characters in a story respond to major events and challenges. 2. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/effect. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 2. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. | 1. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text. 2. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text. | 1. Analyze how two or more characters, settings, or events in a story are related, drawing on specific details in the text (e.g., how characters interact). 2. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Analyze in detail how an author develops individuals/characters, events, ideas, elements and/or techniques to create interactions over the course of a text (or a series of texts). | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Analyze the impact of an author’s choices and determine how specific individuals/characters, elements and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts). | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: CRAFT AND STRUCTURE** | | |
| **Standard 7** | **Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. With prompting and support, ask and answer questions about unknown words in a text. 2. With prompting and support, ask and answer questions about unknown words in a text. | 1. Identify words and phrases in a text that suggest feelings or appeal to the senses. 2. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | 1. Describe how words and phrases supply rhythm and meaning in a text. 2. Use provided resources to determine meaning of words and phrases in a text. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. 2. Use provided resources to determine meaning of domain-specific words and phrases. | 1. Determine the meaning of words and phrases including figurative language as they are used in a text. 2. Draw on a variety of strategies to determine meaning of domain-specific words and phrases. | 1. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. 2. Initiate strategies to determine meaning of domain-specific words and phrases. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various texts; analyze the impact of specific word choices and techniques on meaning and tone. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: CRAFT AND STRUCTURE** | | |
| **Standard 8** | **Analyze the structure of various texts, including how the features and components relate to each other and the whole.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Identify texts that tell stories. 2. Identify texts that provide information. | 1. Explain major differences between texts that tell stories and texts that give information, drawing on various text types. 2. Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text. | 1. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. 2. Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections. 2. Use various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) to locate key facts or information in a text efficiently. | 1. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole. 2. Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure. | 1. Explain how the text’s structure supports its meaning and the author’s purpose of the text as a whole. 2. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | Analyze how the organization and structure of specific features and components in various texts develop ideas and/or meaning, contributing to the author’s purpose for the text as a whole. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Analyze the organization and structure of specific features and components in various texts 2. Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: CRAFT AND STRUCTURE** | | |
| **Standard 9** | **Assess how perspective or purpose shapes the content and style of various texts.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts. 2. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 1. Identify who is telling the story at various points in a text. 2. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 1. Acknowledge differences in the points of view of characters 2. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Distinguish the reader’s personal point of view from that of the narrator or those of the characters. 2. Distinguish the reader’s personal point of view from that of the author of a text. | 1. Compare and contrast the point of view from which different texts are narrated, including the difference between first- and third-person narrations. 2. Compare and contrast primary and secondary sources of the same event or topic; describe the differences in perspective based on information in the texts. | 1. Describe how a narrator’s or speaker’s point of view influences how events are described in various contexts. 2. Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectation | Analyze how and why authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective for intended purposes and/or audiences. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectation | Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: INTEGRATION OF KNOWLEDGE AND IDEAS** | | |
| **Standard 10** | **Evaluate the argument and specific claims in various texts.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | With prompting and support, identify the reasons an author or character gives to support points in a text. | Identify the reasons an author or character gives to support points in a text. | Describe how reasons support specific points an author or character makes in a text. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | Explain how an author or character uses reasons and evidence to support a claim in a text. | Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s). | 1. Trace the organization and development of a claim in a text. 2. Determine the effectiveness of an author’s or character’s claim. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Distinguish among fact, opinion, evidence, reasoning, and qualifying statements in a text. 2. Evaluate the effectiveness of how an author or character develops the argument. 3. Assess the validity and reasoning of the argument, considering if the argument is relevant and sufficient. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts. 2. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand** | **READING: INTEGRATION OF KNOWLEDGE AND IDEAS** | | | | |
| **Standard 11** | **Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).** | | | | |
| Grade | Childhood | | | | |
| Kindergarten | Grade 1 | | Grade 2 | |
| Performance Expectations | 1. With prompting and support, describe the relationship between illustrations and the text. 2. With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. 3. With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts. 4. With prompting and support, compare and contrast two texts on the same topic. | | 1. Use illustrations and words in a text to describe its characters, setting, or events. 2. Compare and contrast the experiences of characters in various texts. 3. Use the illustrations and details in a text to describe its central idea. 4. Compare and contrast two texts on the same topic. | | 1. Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. Compare and contrast two or more versions of the same story presented in diverse forms 3. Explain how specific visuals contribute to and clarify the meaning of a text. 4. Compare and contrast the information presented by two texts on the same topic. |
| Grade | Childhood | | | | |
| Grade 3 | Grade 4 | | Grade 5 | |
| Performance Expectations | 1. Explain how specific aspects of a text’s illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting). 2. Compare and contrast themes, settings, characters, and plots of stories. 3. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. 4. Compare and contrast the key details presented in two texts on the same topic | | 1. Compare and contrast between texts and other multimedia versions and how it influences the meaning and author’s intent. 2. Compare and contrast similar themes, topics, and patterns of events in texts. 3. Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic. | | 1. Analyze how diverse forms and their features contribute to the meaning, tone, and author’s intent of a text. 2. Compare and contrast how two or more authors of the same text type interpret similar themes and topics. 3. Draw on information presented in various texts in order to answer a question or to solve a problem. |
| Grade Span | Early Adolescence | | | | |
| Grades 6-8 | | | | |
| Performance Expectations | 1. Analyze how two or more authors of various texts present information by emphasizing different interpretations of a theme and/or topic. 2. Evaluate the advantages and disadvantages of an author’s choice for using a specific form and/or text type. | | | | |
| Grade Span | Adolescence | | | | |
| Grades 9-Diploma | | | | |
| Performance Expectations | 1. Evaluate and synthesize multiple sources of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. 2. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 3. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **READING: FLUENCY** | | |
| **Standard 12** | **Read with sufficient accuracy and fluency to support comprehension** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | Read emergent-reader texts with purpose and understanding. | 1. Read various on-level text with purpose and understanding. 2. Read various on-level text with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read various on-level text with purpose and understanding. 2. Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Read various on-level text with purpose and understanding. 2. Read various on-level text with accuracy, appropriate rate, and expression on successive readings 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read with sufficient accuracy and fluency to support comprehension. 2. Read various on-level text with purpose and understanding. 3. Read various on-level text with accuracy, appropriate rate, and expression on successive readings. 4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 1. Read with sufficient accuracy and fluency to support comprehension. 2. Read various on-level text with purpose and understanding. 3. Use context to confirm or self-correct word recognition. |
| Grade Span | Early Adolescence | | |
| Grades 6-8 | | |
| Performance Expectations | 1. Read with sufficient accuracy and fluency to support comprehension. 2. Read various on-level texts with purpose and understanding. 3. Use context to confirm or self-correct word recognition. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Read with sufficient accuracy and fluency to support comprehension. 2. Read various on-level texts with purpose and understanding. 3. Use context to confirm or self-correct word recognition. | | |

**WRITING**

Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long and short time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. This includes the foundational instruction of legible handwriting forms and skills such as printing, cursive, typing, as well as the use of technology to compose, where the use of formatting supports the task, audience, and purpose.

In order to manage the increasing complexity of what students read and write, educators provide guidance and support when developmentally appropriate, with the understanding that students need to develop autonomy and independence over time, particularly at the upper grade levels. To that end, the standards include a developmentally appropriate progression of performance expectations that includes all grade levels. The K-5 performance expectations reflect a foundational level of skill acquisition, while the 6-8 and 9-Diploma grade bands expect that writing grows in sophistication and complexity.

The strand of writing includes three standards, which have been arranged to reflect a traditional learning progression in the classroom, incorporating the use of technology when authentic to the task. Students begin with an exploration of a variety of texts/ideas, then use a process to refine, plan, and craft the communication of ideas, and finally compose with a style that reflects awareness of task, audience, and purpose. The standard and performance expectations for composing are consistent regardless of mode; therefore, the performance expectations for common modes (argument/opinion, informational/expository, and narrative) have been outlined in supporting documents.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strand** | **WRITING: Inquiry to Build and Present Knowledge** | | |
| **Standard 1** | **Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.** | | |
| Grade | Childhood | | |
| Kindergarten | Grade 1 | Grade 2 |
| Performance Expectations | 1. Investigate questions by participating in shared research and writing projects. 2. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. | 1. Investigate questions by participating in shared research and writing projects. 2. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. | 1. Investigate questions by participating in shared research and writing projects. 2. Gather information from provided sources and/or recall information from experiences in order to answer questions. |
| Grade | Childhood | | |
| Grade 3 | Grade 4 | Grade 5 |
| Performance Expectations | 1. Investigate questions by participating in research that builds knowledge about a topic. 2. Gather information from a variety of sources and/or recall information from experiences in order to answer questions. 3. Take brief notes on sources and sort information into provided categories. | 1. Investigate questions by participating in research that builds varied knowledge about a topic. 2. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. 3. Take notes on sources and sort information into provided categories. 4. Provide a list of sources. | 1. Investigate and generate questions by participating in research that builds varied knowledge about a topic. 2. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. 3. Summarize or paraphrase notes on sources and sort information into provided categories. 4. Provide a list of sources. |
| Grade Span | Early Adolescence | | |
| Grade 6-8 | | |
| Performance Expectations | 1. Investigate self-generated questions by participating in inquiry that builds increasingly complex knowledge, refocusing inquiry as needed. 2. Assess the credibility and accuracy of a variety of sources in order to gather relevant information that leads to conclusions. 3. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism. 4. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. | | |
| Grade Span | Adolescence | | |
| Grades 9-Diploma | | |
| Performance Expectations | 1. Investigate self-generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. 2. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions. 3. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source. 4. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand** | **WRITING: Process and Production** | | | | |
| **Standard 2** | **Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.** | | | | |
| Grade | Childhood | | | | |
| Kindergarten | | Grade 1 | | Grade 2 |
| Performance Expectations | 1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration. | | 1. 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. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. | | 1. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. |
| Grade | Childhood | | | | |
| Grade 3 | Grade 4 | | Grade 5 | |
| Performance Expectations | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 2. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. 3. Develop keyboarding skills. | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 2. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. 3. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length. | | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach. 2. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. 3. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length. | |
| Grade Span | Early Adolescence | | | | |
| Grade 6-8 | | | | |
| Performance Expectations | 1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on how well purpose and audience have been addressed. 2. Use technology to produce writing, as well as to interact and collaborate with others. 3. Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length. | | | | |
| Grade Span | Adolescence | | | | |
| Grades 9-Diploma | | | | |
| Performance Expectations | 1. Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 2. Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products. 3. Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length. | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strand** | **WRITING: Composing for Audience and Purpose** | | | | |
| **Standard 3** | **Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.** | | | | |
| Grade | Childhood | | | | |
| Kindergarten | Grade 1 | | | Grade 2 |
| Performance Expectations | 1. Print many upper- and lowercase letters. 2. Use a combination of drawing and writing to communicate a topic. | 1. Print all upper- and lowercase letters. 2. Use a combination of drawing and writing to communicate a topic with details. | | | Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details), and an end. |
| Grade | Childhood | | | | |
| Grade 3 | | Grade 4 | Grade 5 | |
| Performance Expectations | 1. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. 2. Develop the topic with relevant supporting details. 3. Use developmentally appropriate linking words and phrases. 4. Use precise vocabulary/word choice. 5. Provide a sense of closure that is related to the ideas presented. | | 1. Produce writing to communicate clearly and to organize increasingly complex pieces with introductions andbodies including details and conclusions. 2. Develop the topic with relevant supporting details. 3. Use developmentally appropriate linking words and phrases with increasing complexity. 4. Use precise vocabulary/word choice. 5. Provide a sense of closure that is related to the ideas presented. | 1. Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions. 2. Develop the topic with relevant, logically ordered supporting details. 3. Use developmentally appropriate linking words and phrases with increasing complexity. 4. Use precise vocabulary/word choice. 5. Provide a sense of closure that is related to the ideas presented. | |
| Grade Span | Early Adolescence | | | | |
| Grade 6-8 | | | | |
| Performance Expectations | 1. Compose clear and increasingly complex pieces with sections that are organized according to task, audience, and purpose. 2. Develop and support the topic with relevant techniques and logically ordered details. 3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas. 4. Effectively use increasingly complex and precise language to establish an appropriate voice and tone. 5. Provide a sense of closure that follows from, supports, and reflects the purpose of the piece. | | | | |
| Grade Span | Adolescence | | | | |
| Grades 9-Diploma | | | | |
| Performance Expectations | 1. Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. 2. Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details. 3. Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas. 4. Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone. 5. Provide closure that enhances, supports, and reflects the purpose of the piece. | | | | |