DIOCESE OF NASHVILLE

English, Language Arts, and Reading (ELAR) Standards

Aligned with:
State of Tennessee English Standards

Grades PK-8
Updated May 2026

Our Catholic schools, in communion with our parents, inspire students to pursue Truth and form young men and women to live the Gospel of Jesus Christ.

Approved by:
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Amanda Peper, Director of Curriculum

Philosophy

The Diocese of Nashville's **English, Language Arts, and Reading (ELAR)** Standards present a vision for language learning that is both academically rigorous and rooted in Catholic identity. As Scripture teaches, "In the beginning was the Word…and the Word was God" (John 1:1), referring not to human language but to the eternal Son, God's perfect self-expression and divine reality. Because we are made in the image of God, who eternally knows and expresses himself, we are able to think and communicate meaning using words and language that represent reality. Thus, we recognize language as a gift from God through which we know, express, and communicate Truth in communion with others. As the foundation of instruction, the language arts program is structured, sequential, and integrated across subjects, preparing students for academic success and meaningful participation in the life of the Church and in the world.

Foundational **literacy** skills such as phonics and decoding introduce students to the ordered structure of language, enabling them to read and access meaning. **Grammar** builds upon this foundation, providing rules that allow us to communicate clearly and beautifully, while **vocabulary** enriches our ability to express meaning. Just as moral law frees us to choose the good, these language structures free us to express Truth with clarity and precision.

Reading and **literature** draw students into the richness of human experience and the broader story of God's action in the world. Christ Himself taught through parables, and as storytelling beings, we regularly seek meaning through narratives. Literature expands the imagination, allowing students to encounter different worlds, perspectives, and possibilities beyond their own experience. Literature, therefore, helps form both the intellect and the heart by deepening students' capacity for wonder and empathy as well as broadening their understanding of beauty, goodness, and Truth. Encouraged by Pope Fraicis, "Literature can greatly stimulate the free and humble exercise of our use of reason…a broadening of our human sensibilities, and finally, a great spiritual openness to hearing the Voice that speaks through many voices" (Pope Francis, Letter, July 17, 2024). Thoughtfully selected texts help students recognize human dignity and their own place in the history of salvation.

Writing and **speaking** flow from this foundation as essential expressions of thought and communion. Students are called not only to receive meaning but to communicate it with clarity and purpose. Writing strengthens organization and reflection, while speaking develops confidence and engagement. Together with **listening**, these skills enable full participation in academic and communal life.

The Diocese of Nashville's ELAR Standards align with the Tennessee State Standards and draw upon guidance from the Cardinal Newman Society and the National Council of Teachers of English (NCTE). This ensures strong academic rigor while maintaining a distinctly Catholic worldview and vision of the human person. Through this integration, students can become proficient communicators who seek and share beauty, goodness, and Truth.

Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.K6.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
Intellectual Standards	
CS.ELA.K6.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS.ELA.K6.IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS.ELA.K6.IS3	Recognize Christian and Western symbols and symbolism.
CS.ELA.K6.IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS.ELA.K6.IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS.ELA.K6.IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Foundational Literacy Standards	
Print Concepts	
PK.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
	a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.
	b. Recognize that spoken words can be written and read.
	c. With guidance and support, understand that words are made up of alphabet letters.
	d. Recognize familiar uppercase letters and some of the most common lowercase letters.
	e. Distinguish between pictures and words.
Phonological Awareness	
PK.FL.PA.2	Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.
	a. Recognize and discriminate between rhyming words in spoken language.
	b. Begin to pronounce and identify syllables in familiar words and words in a sentence.
	c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.
	d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
	e. Identify whether or not two words begin or end with the same sound.
Phonics and Word Recognition	
PK.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.
	b. Recognize high-frequency words by sight, including own name and other familiar words in the environment
	c. Begin to decode regularly spelled CVC words.
Word Composition	
PK.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words.
	a. Begin to recognize the difference between upper and lowercase letters.
	b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).
Fluency	
PK.FL.F.5	Interact with text to support comprehension.
	a. Use illustrations to retell story events in familiar picture books.
Sentence Composition	
PK.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.
	a. With modeling or verbal prompts, orally produce complete sentences.
	b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.
	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
	d. Form regular plural nouns when speaking and in shared language activities.
	e. Understand and use question words (interrogatives) when speaking and in shared language activities.
	f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.
	g. With prompting and support, produce and expand complete sentences in shared language activities.
	h. Begin to recognize that a name begins with a capital letter.

Foundational Literacy Standards (continued)	
Vocabulary Acquisition	
PK.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
PK.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)
PK.FL.VA.7c	Use words and phrases acquired through conversations, being read to, and responding to texts.

Reading Literature Standards	
Key Ideas and Details	
PK.RL.KID.1	With modeling, prompting, and support, ask, and answer questions about a story read aloud.
PK.RL.KID.2	With prompting and support, orally retell familiar stories including details.
PK.RL.KID.3	With prompting and support, orally identify characters, settings, and events from a familiar story.
Craft and Structure	
PK.RL.CS.4	With prompting and support, respond to questions about the meaning of unknown words in a story.
PK.RL.CS.5	Recognize common types of text.
PK.RL.CS.6	With prompting and support, answer questions about who is telling a story.
Integration of Knowledge and Ideas	
PK.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
PK.RL.IKI.9	With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.
Range of Reading and Level of Complexity	
PK.RL.RRTC.10	Listen and respond to stories and poems of appropriate complexity for pre-K.

Reading Informational Text Standards	
Key Ideas and Details	
PK.RI.KID.1	With modeling, prompting, and support, ask and answer questions about informational text read aloud.
PK.RI.KID.2	With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.
PK.RI.KID.3	With prompting and support, orally identify the connection between information in a text to personal experience or other text.
Craft and Structure	
PK.RI.CS.4	With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.
PK.RI.CS.5	Recognize various text features.
PK.RI.CS.6	With prompting and support, answer questions about who is presenting ideas or information in a text.
Integration of Knowledge and Ideas	
PK.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
PK.RI.IKI.8	This standard begins in Kindergarten.
PK.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
Range of Reading and Level of Text Complexity	
PK.RI.RRTC.10	Listen and respond to informational texts of appropriate complexity for pre-K.

Speaking and Listening Standards	
Comprehension and Collaboration	
PK.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day.
	a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time
PK.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.
PK.SL.CC.3	With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
PK.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
PK.SL.PKI.5	Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.
PK.SL.PKI.6	With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.

Writing Standards	
Text Types and Protocols	
PK.W.TTP.1	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.
PK.W.TTP.2	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.
PK.W.TTP.3	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.
Production and Distribution of Writing	
PK.W.PDW.4	With modeling, guidance, and support, 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.)
PK.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.
PK.W.PDW.6	This standard begins in Kindergarten.
Research to Build and Present Knowledge	
PK.W.RBPK.7	With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
PK.W.RBPK.8	With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.
PK.W.RBPK.9	This standard begins in Grade 4.
Range of Writing	
PK.W.RW.10	With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.

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CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
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CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
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CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Foundational Literacy Standards	
Print Concepts	
K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
	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; demonstrate one-to-one correspondence between voice and print.
	d. Recognize name and all upper and lowercase letters of the alphabet in isolation and in connected text.
	e. Distinguish between pictures and words.
Phonological Awareness	
K.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	a. Recognize and begin to produce rhyming words.
	b. Count, pronoun nce, 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 two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
K.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
	b. Associate the long and short phonemes with common spellings for the five major vowels.
	c. Read common high-frequency words by sight.
	d. Decode regularly spelled CVC words.
	e. Distinguish between similarly spelled words by identifying the letters that differ.
Word Composition	
K.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Write uppercase and lowercase manuscript letters from memory.
	b. Write a letter/letters for most consonant and short vowel sounds (phonemes).
	c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.
	d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels.
	e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
	f. Write some common, frequently used words (am, and like, the).
	g. Print many upper and lowercase letters.
Fluency	
K.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read emergent-reader texts with purpose and understanding.
Sentence Composition	
K.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. With modeling or verbal prompts, orally produce complete sentences.
	b. Follow one-to-one correspondence between voice and print when writing a sentence.
	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
	d. Form regular plural nouns when speaking and in shared language activities.
	e. Understand and use question words (interrogatives) when speaking and in shared language activities.
	f. Use the most frequently occurring prepositions when speaking and in shared language activities.
	g. Produce and expand complete sentences in shared language activities.
	h. Capitalize the first words in a sentence and the pronoun I.
	i. Recognize and name end punctuation.

Foundational Literacy Standards (continued)	
Vocabulary Acquisition	
K.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
	i. Identify new meanings for familiar words and apply them accurately.
	ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
	b. With guidance and support from adults, explore word relationships and nuances in word meanings.
	i. Sort common objects into categories to gain a sense of the concepts the categories represent.
	ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
	iii. Make real-life connections between words and their use.
	iv. Distinguish shades of meaning among verbs describing the same general action.
	c. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Reading Literature Standards	
Key Ideas and Details	
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.
Craft and Structure	
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.
K.RL.CS.5	Recognize common types of texts.
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.
Integration of Knowledge and Ideas	
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
K.RL.IKI.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Complexity	
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

Reading Informational Text Standards	
Key Ideas and Details	
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
K.RI.CS.5	Know various text features.
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
Range of Reading and Level of Text Complexity	
K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.

Speaking and Listening Standards	
Comprehension and Collaboration	
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.

Writing Standards	
Text Types and Protocols	
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
Production and Distribution of Writing	
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
Research to Build and Present Knowledge	
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.RBPK.9	None
Range of Writing	
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

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CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
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CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
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CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
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CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

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Foundational Literacy Standards	
Print Concepts	
1.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
	a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
Phonological Awareness	
1.FL.PA.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) in spoken single-syllable words.
	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).
Phonics and Word Recognition	
1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Know the sound-spelling correspondence for common consonant digraphs.
	b. Decode regularly spelled one-syllable words.
	c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.
	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.
	h. Read grade-level decodable text with purpose and understanding.
Word Composition	
1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.
	b. Use conventional spelling for one-syllable words with common vowel spelling patterns, including VCVe, common vowel teams, final -y, and r-controlled vowels.
	c. Spell words with inflectional endings.
	d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	f. Write many common, frequently used words and some irregular words.
	g. Print all upper and lowercase letters.
Fluency	
1.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	
1.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. Use common, proper, and possessive nouns.
	b. Use singular and plural nouns with correct verbs in basic sentences.
	c. Use personal, possessive, and indefinite pronouns.
	d. Use verbs to convey a sense of past, present, and future.
	e. Use frequently occurring adjectives.
	f. Use frequently occurring conjunctions.
	g. Use articles and demonstratives.
	h. Use frequently occurring prepositions, such as during, beyond, and toward.
	i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	j. Capitalize names of people and dates.
	k. End sentences with correct punctuation.
	l. Use commas in dates and to separate single words in a series.

Foundational Literacy Standards (continued)	
Vocabulary Acquisition	
1.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. 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.
	i. Use sentence-level context as a clue to the meaning of a word or phrase.
	ii. Use frequently occurring affixes as a clue to the meaning of a word.
	iii. Identify frequently occurring root words and their inflectional forms.
	b. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	i. Sort words into categories to gain a sense of the concepts the categories represent.
	ii. Define words by category and by one or more key attributes.
	iii. Identify real-life connections between words and their use.
	iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
	c. 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.

Reading Literature Standards	
Key Ideas and Details	
1.RL.KID.1	Ask and answer questions about key details in a text.
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
Craft and Structure	
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.
1.RL.CS.6	Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.
Range of Reading and Level of Complexity	
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.

Reading Informational Text Standards	
Key Ideas and Details	
1.RI.KID.1	Ask and answer questions about key details in a text.
1.RI.KID.2	Identify the main topic and retell key details of a text.
1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
1.RI.CS.5	Know and use various text features to locate key facts or information in a text.
1.RI.CS.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
1.RI.IKI.8	Identify the reasons an author provides to support points in a text.
1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
Range of Reading and Level of Text Complexity	
1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.

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Speaking and Listening Standards	
Comprehension and Collaboration	
1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.

Writing Standards	
Text Types and Protocols	
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
Production and Distribution of Writing	
1.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
Research to Build and Present Knowledge	
1.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.RBPK.9	None
Range of Writing	
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

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Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.K6.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
Intellectual Standards	
CS.ELA.K6.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS.ELA.K6.IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS.ELA.K6.IS3	Recognize Christian and Western symbols and symbolism.
CS.ELA.K6.IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS.ELA.K6.IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS.ELA.K6.IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Foundational Literacy Standards	
Phonics and Word Recognition	
2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	b. Know spelling-sound correspondence for additional common vowel teams.
	c. Decode regularly spelled two-syllable words with long vowels.
	d. Decode words with common prefixes and suffices.
	e. Identify words with inconsistent but common spelling-sound correspondences.
	f. Recognize and read grade-appropriate irregularly spelled words.
	g. Decode grade-level texts with purpose and understanding.
Word Composition	
2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives.
	b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.
	c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.
	d. Write most common, frequently used words and most irregular words.
	e. Consult reference materials, including beginning dictionaries, to check and correct spelling.
	f. Print legibly in manuscript; write many upper and lowercase letters in cursive.
Fluency	
2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. Use collective nouns.
	b. Form and use frequently occurring irregular plural nouns.
	c. Use reflexive pronouns, such as myself and ourselves.
	d. Form and use the past tense of frequently occurring irregular verbs.
	e. Use adjectives and adverbs correctly.
	f. Produce, expand, and rearrange simple and compound sentences.
	g. Use common coordinating conjunctions.
	h. Capitalize holidays, product names, and geographic names.
	i. Use commas in the greeting and closing of a letter.
	j. Use an apostrophe to form contractions and frequently occurring possessives.
	k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
Vocabulary Acquisition	
2.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. 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.
	i. Use sentence-level context as a clue to the meaning of a word or phrase.
	ii. Determine the meaning of the new word formed with a known affix is added to a known word.

Foundational Literacy Standards (continued)	
Vocabulary Acquisition (continued)	
2.FL.VA.7 cont.	iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
	iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
	v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases.
	b. Demonstrate understanding of word relationships and nuances in word meanings.
	i. Identify real-life connections between words and their use.
	ii. Distinguish shades of meaning among closely related words.
	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading Literature Standards	
Key Ideas and Details	
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.CS.6	Determine when characters have different points of view.
Integration of Knowledge and Ideas	
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.
Range of Reading and Level of Complexity	
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

Reading Informational Text Standards	
Key Ideas and Details	
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.KID.2	Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text.
2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
Craft and Structure	
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.
2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.
2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	
2.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
Presentation of Knowledge and Ideas	
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing Standards	
Text Types and Protocols	
2.W.TTP.1	Write opinion pieces on topics or texts
	a. Introduce topic or text.
	b. State and opinion.
	c. Supply reasons to support the opinion.
	d. Use linking words to connect the reasons to the opinion.
	e. Provide a concluding statement or section.
2.W.TTP.2	Write informative/explanatory texts.
	a. Introduce a topic.
	b. Use facts and definitions to provide information.
	c. Provide a concluding statement or section.
2.W.TTP.3	Write narratives recounting an event or short sequence of events.
	a. Include details to describe actions, thoughts, and feelings.
	b. Use time order words to signal event order.
	c. Provide a sense of closure.
Production and Distribution of Writing	
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
Research to Build and Present Knowledge	
2.W.RBPK.7	Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.RBPK.9	None
Range of Writing	
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

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Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
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CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
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CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Foundational Literacy Standards	
Phonics and Word Recognition	
3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Identify and define the meaning of the most common prefixes and derivational suffixes.
	b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.
	c. Decode multi-syllable words.
	d. Read grade-appropriate irregularly spelled words.
Word Composition	
3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
	b. Use conventional spelling for high-frequency words, including irregular words.
	c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.
	d. Write legibly in manuscript; write all upper and lowercase cursive letters.
Fluency	
3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	
3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
	b. Form and use regular and irregular plural nouns.
	c. Use abstract nouns.
	d. Form and use regular and irregular verbs.
	e. Form and use simple verb tenses.
	f. Ensure subject-verb and pronoun-antecedent agreement.
	g. Form and use comparative and superlative adjectives and adverbs correctly.
	h. Use coordinating and subordinating conjunctions.
	i. Produce simple, compound, and complex sentences.
	j. Capitalize appropriate words in titles.
	k. Use commas in addresses.
	l. Use commas and quotation marks in dialogue.
	m. Form and use possessives.
	n. Write a cohesive paragraph with a main idea and detailed structure.
Vocabulary Acquisition	
3.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
	i. Use sentence-level context as a clue to the meaning of a word or phrase.
	ii. Determine the meaning of the new word formed with a known affix is added to a known word.
	iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
	iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases.
	b. Demonstrate understanding of word relationships and nuances in word meanings.
	i. Distinguish the literal and nonliteral meanings of words and phrases in context.
	ii. Identify real-life connections between words and their use.
	iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
	c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

Reading Literature Standards	
Key Ideas and Details	
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
Craft and Structure	
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
Integration of Knowledge and Ideas	
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
Range of Reading and Level of Complexity	
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Informational Text Standards	
Key Ideas and Details	
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.KID.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.
Craft and Structure	
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.
Integration of Knowledge and Ideas	
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding.
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.
3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening Standards	
Comprehension and Collaboration	
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening Standards (continued)	
Comprehension and Collaboration	
3.SL.PKI.4	Report 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.
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

Writing Standards	
Text Types and Protocols	
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	a. Introduce topic or text.
	b. Develop an opinion with reasons that support the opinion.
	c. Create an organizational structure that lists supporting reasons.
	d. Provide a concluding statement or section.
	e. Use linking words and phrases to connect opinion and reasons.
	f. Apply language standards addressed in the Foundational Literacy standards.
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
	a. Introduce a topic.
	b. Group related information together, including illustrations when needed, to provide clarity to the reader.
	c. Develop the topic with facts, definitions, and details.
	d. Provide a conclusion.
	e. Use linking words and phrases to connect ideas within categories of information.
	f. Use precise language to inform about or explain the topic.
	g. Apply language standards addressed in the Foundational Literacy standards.
3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
	a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
	b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
	c. Use temporal words and phrases to signal event order.
	d. Provide a sense of closure.
	e. Apply language standards addressed in the Foundational Literacy standards.
Production and Distribution of Writing	
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
3.W.PDW.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 Foundational Literacy standard 6 up to and including grade 3.)
3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.
3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
Range of Writing	
3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.K6.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
Intellectual Standards	
CS.ELA.K6.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS.ELA.K6.IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS.ELA.K6.IS3	Recognize Christian and Western symbols and symbolism.
CS.ELA.K6.IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS.ELA.K6.IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS.ELA.K6.IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Foundational Literacy Standards	
Phonics and Word Recognition	
4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
Word Composition	
4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Spell grade-appropriate words correctly, consulting references as needed.
	b. Write legibly in manuscript and cursive.
Fluency	
4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	
4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. Use relative pronouns and relative adverbs.
	b. Form and use progressive verb tenses.
	c. Use auxiliary verbs, such as can, may, and must, to clarify meaning.
	d. Form and use prepositional phrases.
	e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
	f. Use correct capitalization.
	g. Use commas and quotation marks to mark direct speech and quotations from a text.
	h. Use a comma before coordinating conjunction in a compound sentence.
	i. Write several cohesive paragraphs on a topic.
Vocabulary Acquisition	
4.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.
	i. Use context as a clue to the meaning of a word or phrase.
	ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	i. Explain the meaning of simple similes and metaphors in context.
	ii. Recognize and explain the meaning of common idioms and proverbs.
	iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
	c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Reading Literature Standards	
Key Ideas and Details	
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.
Craft and Structure	
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.
4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.
4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.
Integration of Knowledge and Ideas	
4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.
4.RL.IKI.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.
Range of Reading and Level of Complexity	
4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

Reading Informational Text Standards	
Key Ideas and Details	
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
Craft and Structure	
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it.
4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.IKI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
4.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

Speaking and Listening Standards	
Comprehension and Collaboration	
4.SL.CC.1	Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.

Speaking and Listening Standards (continued)	
Presentation of Knowledge and Ideas	
4.SL.PKI.4	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.
4.SL.PKI.5	Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
4.SL.PKI.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.

Writing Standards	
Text Types and Protocols	
4.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	a. Introduce a topic or text.
	b. Develop an opinion with reasons that are supported by facts and details.
	c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.
	d. Provide a concluding statement or section related to the opinion presented.
	e. Link opinion and reasons using words and phrases.
	f. Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
	a. Introduce a topic.
	b. Group related information in paragraphs and sections.
	c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.
	d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	e. Provide a conclusion related to the information or explanation presented.
	f. Link ideas within categories of information using words and phrases.
	g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	h. Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
	a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	d. Use a variety of transitional words and phrases to manage the sequence of events.
	e. Provide a conclusion that follows from the narrated experiences or events.
	f. Use precise words and phrases and use sensory details to convey experiences and events.
Production and Distribution of Writing	
4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4.W.PDW.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 Foundational Literacy standard 6 up to and including grade 4.)
4.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
Range of Writing	
4.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.K6.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
Intellectual Standards	
CS.ELA.K6.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS.ELA.K6.IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS.ELA.K6.IS3	Recognize Christian and Western symbols and symbolism.
CS.ELA.K6.IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS.ELA.K6.IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS.ELA.K6.IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

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Foundational Literacy Standards	
Phonics and Word Recognition	
5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
Word Composition	
5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	a. Spell grade-appropriate words correctly, consulting references as needed.
	b. Write legibly in manuscript and cursive.
Fluency	
5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
	a. Read grade-level text with purpose and understanding.
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	
5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
	a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
	b. Form and use the perfect verb tense.
	c. Use verb tense to convey various times, sequences, states, and conditions.
	d. Recognize and correct inappropriate shifts in verb tense.
	e. Use correlative conjunctions.
	f. Use punctuation to separate items in a series.
	g. Use a comma to separate an introductory element from the rest of the sentence.
	h. Use a comma to set off the words yes and no, 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.
	i. Use underlining, quotation marks, or italics to indicate titles of works.
	j. Write multiple cohesive paragraphs on a topic.
Vocabulary Acquisition	
5.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	a. 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.
	i. Use context as a clue to the meaning of a word or phrase.
	ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	i. Interpret figurative language, including similes and metaphors, in context.
	ii. Recognize and explain the meaning of common idioms and proverbs.
	iii. Use the relationship between particular words to better understand each of the words.
	c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Reading Literature Standards	
Key Ideas and Details	
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
Craft and Structure	
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
5.RL.CS.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	
5.RL.IKI.7	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.
5.RL.IKI.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
Range of Reading and Level of Complexity	
5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Informational Text Standards	
Key Ideas and Details	
5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.
5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
Craft and Structure	
5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
Integration of Knowledge and Ideas	
5.RI.IKI.7	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
5.RI.IKI.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
5.RI.IKI.9	Integrate information from two or more texts on the same topic in order to build content knowledge.
Range of Reading and Level of Text Complexity	
5.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

Speaking and Listening Standards	
Comprehension and Collaboration	
5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	
5.SL.PKI.4	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.

Speaking and Listening Standards (continued)	
Presentation of Knowledge and Ideas (continued)	
5.SL.PKI.5	Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.
5.SL.PKI.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing Standards	
Text Types and Protocols	
5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	a. Introduce a topic or text.
	b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
	c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	d. Provide a concluding statement or section related to the opinion presented.
	e. Link opinion and reasons using words, phrases, and clauses.
	f. Apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
	a. Introduce a topic by providing a general observation and focus.
	b. Group related information logically.
	c. Include formatting, features, illustrations, and multimedia, when needed to provide clarity to the reader.
	d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	e. Provide a conclusion related to the information or explanation presented.
	f. Link ideas within and across categories of information using words, phrases, and clauses.
	g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	h. Apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
	a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
	d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	e. Provide a conclusion that follows from the narrated experiences or events.
	f. Use precise words and phrases and use sensory details to convey experiences and events.
	g. Apply language standards addressed in the Foundational Literacy standards.
Production and Distribution of Writing	
5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5.W.PDW.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 Foundational Literacy standard 6 up to and including grade 5.)
5.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
5.W.RBPK.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
5.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
Range of Writing	
5.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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Catholic Identity Standards	
General Standards	
CS.ELA.K6.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.K6.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.K6.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.K6.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.K6.DS1	Accept and value how literature aids one to live harmoniously with others.
CS.ELA.K6.DS2	Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit.
CS.ELA.K6.DS3	Share how literature cultivates the aesthetic faculties within the human person.
CS.ELA.K6.DS4	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.K6.DS5	Share how literature ignites the creative imagination in healthy ways.
CS.ELA.K6.DS6	Share how literature assists in identifying, interpreting, and assimilating the cultural patrimony handed down from previous generations.
CS.ELA.K6.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
CS.ELA.K6.DS8	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
CS.ELA.K6.DS9	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.
Intellectual Standards	
CS.ELA.K6.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense.
CS.ELA.K6.IS2	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
CS.ELA.K6.IS3	Recognize Christian and Western symbols and symbolism.
CS.ELA.K6.IS4	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
CS.ELA.K6.IS5	Recite poems of substance that inform the human soul and encourage a striving for virtue and goodness.
CS.ELA.K6.IS6	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
CS.ELA.K6.IS7	Identify the causes underlying why people do the things they do.
CS.ELA.K6.IS8	Identify how literature develops the faculty of personal judgment.
CS.ELA.K6.IS9	Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
CS.ELA.K6.IS10	Analyze literature to identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.K6.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
CS.ELA.K6.IS12	Use imagination to create dialogue between the readers and the characters in a story.
CS.ELA.K6.IS13	Determine how literature cultivates the human intellectual faculties of contemplation, intuition, and creativity.
CS.ELA.K6.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.K6.WS1	Use language as a bridge for communication with one's fellow man for the betterment of all involved.
CS.ELA.K6.WS2	Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
CS.ELA.K6.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Language Standards	
Conventions of Standard English	
6.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
	a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).
	b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.
	c. When reading and listening, explain the function of phrases and clauses.
	d. When writing or speaking, use simple, compound, and complex sentences.
6.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
Knowledge of Language	
6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
Vocabulary Acquisition and Usage	
6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
6.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Literature Standards	
Key Ideas and Details	
6.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.KID.3	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
6.RL.CS.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.
6.RL.CS.6	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
6.RL.IKI.7	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.
6.RL.IKI.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
Range of Reading and Level of Complexity	
6.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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Reading Informational Text Standards	
Key Ideas and Details	
6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
Craft and Structure	
6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.CS.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.
6.RI.CS.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
Integration of Knowledge and Ideas	
6.RI.IKI.7	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
6.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims.
6.RI.IKI.9	Compare and contrast two or more authors' presentation of the same topic or event.
Range of Reading and Level of Text Complexity	
6.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Speaking and Listening Standards	
Comprehension and Collaboration	
6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
6.SL.CC.2	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.
6.SL.CC.3	Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Comprehension and Collaboration	
6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify information.
6.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards	
Text Types and Protocols	
6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s).
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
	c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons.
	d. Use credible sources and demonstrate an understanding of the topic or source material.
	e. Craft an effective and relevant conclusion that supports the argument presented.
	f. Use precise language and content-specific vocabulary.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use varied sentence structure to enhance meaning and reader interest.
	i. Establish and maintain a formal style.

Writing Standards (continued)	
Text Types and Protocols (continued)	
6.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	e. Craft an effective and relevant conclusion.
	f. Include formatting, graphics, and multimedia when appropriate.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.
	i. Use varied sentence structure to enhance meaning and reader interest.
	j. Establish and maintain a formal style.
6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.
	d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Production and Distribution of Writing	
6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
Range of Writing	
6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Catholic Identity Standards	
General Standards	
CS.ELA.712.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.712.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.712.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.712.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.712.DS1	Share how literature fosters both prudence and sound judgment in the human person.
CS.ELA.712.DS2	Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
CS.ELA.712.DS3	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
CS.ELA.712.DS4	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.712.DS5	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity's best storytellers and most alive intellects.
CS.ELA.712.DS6	Display a sense of the "good" by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
CS.ELA.712.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.
Intellectual Standards	
CS.ELA.712.IS1	Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
CS.ELA.712.IS2	Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
CS.ELA.712.IS3	Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
CS.ELA.712.IS4	Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?
CS.ELA.712.IS5	Describe how poets and writers use language to convey truths that are universal and transcendent.
CS.ELA.712.IS6	Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
CS.ELA.712.IS7	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
CS.ELA.712.IS8	Explain how literature assists in transcending the limited horizon of human reality.
CS.ELA.712.IS9	Evaluate complex literary selections for all that is implied in the concept of "person"22 as defined from a Catholic perspective.
CS.ELA.712.IS10	Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.712.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
CS.ELA.712.IS12	Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
CS.ELA.712.IS13	Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
CS.ELA.712.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.712.WS1	Explain how language can be used as a bridge for communion with others for the betterment of all involved.
CS.ELA.712.WS2	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
CS.ELA.712.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Language Standards	
Conventions of Standard English	
7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
	a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
	b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
7.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
Knowledge of Language	
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
Vocabulary Acquisition and Usage	
7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
7.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Literature Standards	
Key Ideas and Details	
7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
7.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RL.KID.3	Analyze how specific elements of a story or drama interact with and affect each other.
Craft and Structure	
7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RL.CS.5	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
7.RL.CS.6	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas	
7.RL.IKI.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each.
7.RL.IKI.9	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
Range of Reading and Level of Complexity	
7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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Reading Informational Text Standards	
Key Ideas and Details	
7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
Craft and Structure	
7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
7.RI.CS.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	
7.RI.IKI.7	Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
7.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
7.RI.IKI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
Range of Reading and Level of Text Complexity	
7.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

Speaking and Listening Standards	
Comprehension and Collaboration	
7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
7.SL.CC.2	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.
7.SL.CC.3	Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.
Comprehension and Collaboration	
7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
7.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards	
Text Types and Protocols	
7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s).
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
	c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons.
	d. Use credible sources and demonstrate an understanding of the topic or source material.
	e. Craft an effective and relevant conclusion that supports the argument presented.
	f. Use precise language and content-specific vocabulary.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use varied sentence structure to enhance meaning and reader interest.
	i. Establish and maintain a formal style.

Writing Standards (continued)	
Text Types and Protocols (continued)	
7.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	e. Craft an effective and relevant conclusion.
	f. Include formatting, graphics, and multimedia when appropriate.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.
	i. Use varied sentence structure to enhance meaning and reader interest.
	j. Establish and maintain a formal style.
7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.
	d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Production and Distribution of Writing	
7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
Range of Writing	
7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

DIOCESE OF NASHVILLE

Catholic Identity Standards	
General Standards	
CS.ELA.712.GS1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.ELA.712.GS2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.ELA.712.GS3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.ELA.712.GS4	Share how literature can contribute to strengthening one's moral character.
Dispositional Standards	
CS.ELA.712.DS1	Share how literature fosters both prudence and sound judgment in the human person.
CS.ELA.712.DS2	Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
CS.ELA.712.DS3	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
CS.ELA.712.DS4	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
CS.ELA.712.DS5	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity's best storytellers and most alive intellects.
CS.ELA.712.DS6	Display a sense of the "good" by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
CS.ELA.712.DS7	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.
Intellectual Standards	
CS.ELA.712.IS1	Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
CS.ELA.712.IS2	Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
CS.ELA.712.IS3	Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
CS.ELA.712.IS4	Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?
CS.ELA.712.IS5	Describe how poets and writers use language to convey truths that are universal and transcendent.
CS.ELA.712.IS6	Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
CS.ELA.712.IS7	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
CS.ELA.712.IS8	Explain how literature assists in transcending the limited horizon of human reality.
CS.ELA.712.IS9	Evaluate complex literary selections for all that is implied in the concept of "person"22 as defined from a Catholic perspective.
CS.ELA.712.IS10	Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
CS.ELA.712.IS11	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
CS.ELA.712.IS12	Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
CS.ELA.712.IS13	Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
CS.ELA.712.IS14	Analyze the author's reasoning and discover the author's intent.
Writing Standards	
CS.ELA.712.WS1	Explain how language can be used as a bridge for communion with others for the betterment of all involved.
CS.ELA.712.WS2	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
CS.ELA.712.WS3	Use grammar as a means of signifying concepts and the relationship to reason.

Language Standards	
Conventions of Standard English	
8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
	a. When reading or listening, analyze the use of phrases and clauses within a larger text.
	b. When reading or listening, explain the function of verbs.
	c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.
	d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
	e. When writing or speaking, produce and use varied voice and mood of verbs.
8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.
Knowledge of Language	
8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
Vocabulary Acquisition and Usage	
8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
	a. Use context as a clue to the meaning of a word or a phrase.
	b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
	c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
8.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Literature Standards	
Key Ideas and Details	
8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
8.RL.KID.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	
8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.
8.RL.CS.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.RL.CS.6	Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.
Integration of Knowledge and Ideas	
8.RL.IKI.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.
8.RL.IKI.9	Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.
Range of Reading and Level of Complexity	
8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Informational Text Standards	
Key Ideas and Details	
8.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
8.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
8.RI.KID.3	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
Craft and Structure	
8.RI.CS.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, including analogies and allusions to other texts.
8.RI.CS.5	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
8.RI.IKI.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
8.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
8.RI.IKI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	
8.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards	
Comprehension and Collaboration	
8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
8.SL.CC.2	Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.
8.SL.CC.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
Comprehension and Collaboration	
8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.PKI.5	Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.
8.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards	
Text Types and Protocols	
8.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s).
	b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
	c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons.
	d. Use credible sources and demonstrate an understanding of the topic or source material.
	e. Craft an effective and relevant conclusion that supports the argument presented.
	f. Use precise language and content-specific vocabulary.
	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use varied sentence structure to enhance meaning and reader interest.
	i. Establish and maintain a formal style.

Writing Standards (continued)	
Text Types and Protocols (continued)	
8.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	b. Synthesize and organize ideas, concepts, and information into broader categories.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	e. Craft an effective and relevant conclusion.
	f. Include formatting, graphics, and multimedia when appropriate.
	g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	h. Use precise language and domain-specific vocabulary.
	i. Use varied sentence structure to enhance meaning and reader interest.
	j. Establish and maintain a formal style.
8.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
	b. Organize an event sequence that unfolds naturally and logically.
	c. Create a smooth progression of experiences or events.
	d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
	e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Production and Distribution of Writing	
8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
Research to Build and Present Knowledge	
8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
Range of Writing	
8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Foundational Literacy	
Print Concepts	
PK.FL.PC.1	Demonstrate understanding of the organization and basic features of print. a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back. b. Recognize that spoken words can be written and read. c. With guidance and support, understand that words are made up of alphabet letters. d. Recognize familiar uppercase letters and some of the most common lowercase letters. e. Distinguish between pictures and words.
PK.FL.PC.1	Demonstrate understanding of the organization and basic features of print. 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; demonstrate one-to-one correspondence between voice and print. d. Recognize name and all upper and lowercase letters of the alphabet in isolation and in connected text. e. Distinguish between pictures and words.
1.FL.PC.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

Foundational Literacy	
Phonological Awareness	
PK.FL.PA.2	Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. a. Recognize and discriminate between rhyming words in spoken language. b. Begin to pronounce and identify syllables in familiar words and words in a sentence. c. Begin to blend and segment onsets and rhymes of single-syllable spoken words. d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. e. Identify whether or not two words begin or end with the same sound.
K.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and begin to 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 two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1.FL.PA.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) in spoken single-syllable words. 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).

Foundational Literacy	
Phonics and Word Recognition	
PK.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants. b. Recognize high-frequency words by sight, including own name and other familiar words in the environment c. Begin to decode regularly spelled CVC words.
K.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. b. Associate the long and short phonemes with common spellings for the five major vowels. c. Read common high-frequency words by sight. d. Decode regularly spelled CVC words. e. Distinguish between similarly spelled words by identifying the letters that differ.
1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r- controlled vowels. 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. h. Read grade-level decodable text with purpose and understanding.
2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondence for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffices. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Decode grade-level texts with purpose and understanding.
3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.
4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

Foundational Literacy	
Word Composition	
PK.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words. a. Begin to recognize the difference between upper and lowercase letters. b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).
K.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels. e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. f. Write some common, frequently used words (am, and like, the). g. Print many upper and lowercase letters.
1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns, including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.
2.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, possessives. b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. d. Write most common, frequently used words and most irregular words. e. Consult reference materials, including beginning dictionaries, to check and correct spelling. f. Print legibly in manuscript; write many upper and lowercase letters in cursive.
3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all upper and lowercase cursive letters.
4.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.

Foundational Literacy	
Fluency	
PK.FL.F.5	Interact with text to support comprehension. a. Use illustrations to retell story events in familiar picture books.
K.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.
1.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Foundational Literacy	
Sentence Composition	
PK.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities. g. With prompting and support, produce and expand complete sentences in shared language activities. h. Begin to recognize that a name begins with a capital letter.
K.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities. h. Capitalize the first words in a sentence and the pronoun I. i. Recognize and name end punctuation.
1.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions, such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series.
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns, such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

Foundational Literacy	
Sentence Composition	
3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.
4.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.
5.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, 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. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.

Foundational Literacy	
Vocabulary Acquisition	
PK.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
PK.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)
PK.FL.VA.7c	Use words and phrases acquired through conversations, being read to, and responding to texts.
K.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. b. With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action. c. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
1.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. 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. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. b. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. c. 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.
2.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. 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. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed with a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words or phrases. b. Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use.

Foundational Literacy	
Vocabulary Acquisition	
	ii. Distinguish shades of meaning among closely related words. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
3.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed with a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases. b. Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
4.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
5.FL.VA.7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. a. 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. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words. c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Language Standards	
Conventions of Standard English	
6.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences.
7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.

Language Standards	
Conventions of Standard English	
6.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
7.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

Language Standards	
Knowledge of Language	
6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

Language Standards	
Vocabulary Acquisition and Usage	
6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Language Standards	
Vocabulary Acquisition and Usage	
6.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
7.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
8.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

Language Standards	
Vocabulary Acquisition and Usage	
6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards			
Craft and Structure			
Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Literature		**Informational Text**	
PK.RL.KID.1	With modeling, prompting, and support, ask, and answer questions about a story read aloud.	**PK.RI.KID.1**	With modeling, prompting, and support, ask and answer questions about informational text read aloud.
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	**K.RI.KID.1**	With prompting and support, ask and answer questions about key details in a text.
1.RL.KID.1	Ask and answer questions about key details in a text.	**1.RI.KID.1**	Ask and answer questions about key details in a text.
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**2.RI.KID.1**	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	**3.RI.KID.1**	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	**4.RI.KID.1**	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**5.RI.KID.1**	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	**6.RI.KID.1**	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	**7.RI.KID.1**	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	**8.RI.KID.1**	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

Reading Standards			
Craft and Structure			
Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Literature		**Informational Text**	
PK.RL.KID.2	With prompting and support, orally retell familiar stories including details.	**PK.RI.KID.2**	With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	**K.RI.KID.2**	With prompting and support, orally identify the main topic and retell key details of a text.
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**1.RI.KID.2**	Identify the main topic and retell key details of a text.
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**2.RI.KID.2**	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**3.RI.KID.2**	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	**4.RI.KID.2**	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	**5.RI.KID.2**	Determine the central idea of a text and explain how it is supported by key details; summarize the text.
6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	**6.RI.KID.2**	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
7.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	**7.RI.KID.2**	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	**8.RI.KID.2**	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

Reading Standards			
Craft and Structure			
Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Literature		**Informational Text**	
PK.RL.KID.3	With prompting and support, orally identify characters, settings, and events from a familiar story.	**PK.RI.KID.3**	With prompting and support, orally identify the connection between information in a text to personal experience or other text.
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	**K.RI.KID.3**	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	**1.RI.KID.3**	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.	**2.RI.KID.3**	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	**3.RI.KID.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.
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	**4.RI.KID.3**	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	**5.RI.KID.3**	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
6.RL.KID.3	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	**6.RI.KID.3**	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
7.RL.KID.3	Analyze how specific elements of a story or drama interact with and affect each other.	**7.RI.KID.3**	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
8.RL.KID.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**8.RI.KID.3**	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

Reading Standards			
Craft and Structure			
Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Literature		**Informational Text**	
PK.RL.CS.4	With prompting and support, respond to questions about the meaning of unknown words in a story.	**PK.RI.CS.4**	With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	**K.RI.CS.4**	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	**1.RI.CS.4**	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	**2.RI.CS.4**	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	**3.RI.CS.4**	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	**4.RI.CS.4**	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	**5.RI.CS.4**	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	**6.RI.CS.4**	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	**7.RI.CS.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	**8.RI.CS.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, including analogies and allusions to other texts.

Reading Standards			
Craft and Structure			
Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Literature		**Informational Text**	
PK.RL.CS.5	Recognize common types of text.	**PK.RI.CS.5**	Recognize various text features.
K.RL.CS.5	Recognize common types of texts.	**K.RI.CS.5**	Know various text features.
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	**1.RI.CS.5**	Know and use various text features to locate key facts or information in a text.
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	**2.RI.CS.5**	Know and use various text features to locate key facts or information in a text efficiently.
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	**3.RI.CS.5**	Use text features to locate information relevant to a given topic efficiently.
4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	**4.RI.CS.5**	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	**5.RI.CS.5**	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
6.RL.CS.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.	**6.RI.CS.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.
7.RL.CS.5	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	**7.RI.CS.5**	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
8.RL.CS.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**8.RI.CS.5**	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

Reading Standards			
Craft and Structure			
Cornerstone: Assess how point of view or purpose shapes the content and style of a text.			
Literature		**Informational Text**	
PK.RL.CS.6	With prompting and support, answer questions about who is telling a story.	**PK.RI.CS.6**	With prompting and support, answer questions about who is presenting ideas or information in a text.
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	**K.RI.CS.6**	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
1.RL.CS.6	Identify who is telling the story at various points in a text.	**1.RI.CS.6**	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2.RL.CS.6	Determine when characters have different points of view.	**2.RI.CS.6**	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	**3.RI.CS.6**	Distinguish reader point of view from that of an author of a text.
4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.	**4.RI.CS.6**	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
5.RL.CS.6	Describe how a narrator's or speaker's point of view influences how events are described.	**5.RI.CS.6**	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
6.RL.CS.6	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	**6.RI.CS.6**	Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
7.RL.CS.6	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	**7.RI.CS.6**	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
8.RL.CS.6	Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	**8.RI.CS.6**	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Reading Standards			
Integration of Knowledge and Ideas			
Cornerstone: Integrate and evaluate content presented in a diverse formats and media, including visually and quantitatively, as well as in words.			
Literature		**Informational Text**	
PK.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	**PK.RI.IKI.7**	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	**K.RI.IKI.7**	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	**1.RI.IKI.7**	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**2.RI.IKI.7**	Identify and explain how illustrations and words contribute to and clarify a text.
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	**3.RI.IKI.7**	Use information gained from illustrations and the words in a text to demonstrate understanding.
4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	**4.RI.IKI.7**	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it.
5.RL.IKI.7	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	**5.RI.IKI.7**	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
6.RL.IKI.7	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	**6.RI.IKI.7**	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
7.RL.IKI.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each.	**7.RI.IKI.7**	Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
8.RL.IKI.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	**8.RI.IKI.7**	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Reading Standards		
Integration of Knowledge and Ideas		
Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
Literature	**Informational Text**	
	PK.RI.IKI.8	This standard begins in Kindergarten.
	K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.
	1.RI.IKI.8	Identify the reasons an author provides to support points in a text.
	2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.
	3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.
	4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.
	5.RI.IKI.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
	6.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims.
	7.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
	8.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

Reading Standards			
Integration of Knowledge and Ideas			
Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.			
Literature		**Informational Text**	
PK.RL.IKI.9	With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	**PK.RI.IKI.9**	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
K.RL.IKI.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	**K.RI.IKI.9**	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	**1.RI.IKI.9**	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.	**2.RI.IKI.9**	Compare and contrast the most important points presented by two texts on the same topic.
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	**3.RI.IKI.9**	Compare and contrast the most important points and key details presented in two texts on the same topic.
4.RL.IKI.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	**4.RI.IKI.9**	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5.RL.IKI.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**5.RI.IKI.9**	Integrate information from two or more texts on the same topic in order to build content knowledge.
6.RL.IKI.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	**6.RI.IKI.9**	Compare and contrast two or more authors' presentation of the same topic or event.
7.RL.IKI.9	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	**7.RI.IKI.9**	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
8.RL.IKI.9	Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	**8.RI.IKI.9**	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading Standards			
Integration of Knowledge and Ideas			
Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.			
Literature		**Informational Text**	
PK.RL.RRTC.10	Listen and respond to stories and poems of appropriate complexity for pre-K.	**PK.RI.RRTC.10**	Listen and respond to informational texts of appropriate complexity for pre-K.
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	**K.RI.RRTC.10**	With prompting and support, read informational texts of appropriate complexity for Kindergarten.
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	**1.RI.RRTC.10**	With prompting and support, read informational texts of appropriate complexity for grade 1.
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	**2.RI.RRTC.10**	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	**3.RI.RRTC.10**	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	**4.RI.RRTC.10**	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	**5.RI.RRTC.10**	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
6.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	**6.RI.RRTC.10**	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	**7.RI.RRTC.10**	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	**8.RI.RRTC.10**	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Prepare for an participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.	
PK.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day. a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
4.SL.CC.1	Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
5.SL.CC.1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	
PK.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
6.SL.CC.2	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.
7.SL.CC.2	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.
8.SL.CC.2	Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
PK.SL.CC.3	With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.
5.SL.CC.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
6.SL.CC.3	Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
7.SL.CC.3	Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.
8.SL.CC.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	
PK.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3.SL.PKI.4	Report 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.
4.SL.PKI.4	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.
5.SL.PKI.4	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.
6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
PK.SL.PKI.5	Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.
K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.
4.SL.PKI.5	Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
6.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify information.
7.SL.PKI.5	Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
8.SL.PKI.5	Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.

Speaking and Listening Standards	
Comprehension and Collaboration	
Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
PK.SL.PKI.6	With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.
4.SL.PKI.6	Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.
5.SL.PKI.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
6.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing Standards	
Text Types and Protocol	
Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
PK.W.TTP.1	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
2.W.TTP.1	Write opinion pieces on topics or texts a. Introduce topic or text. b. State and opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion through logically-ordered reasons that are supported by facts and details. c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words, phrases, and clauses. f. Apply language standards addressed in the Foundational Literacy standards.
6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.
7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary.

	g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.
8.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among clam(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.

Writing Standards	
Text Types and Protocol	
Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
PK.W.TTP.2	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
2.W.TTP.2	Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting, features, illustrations, and multimedia, when needed to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
6.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary.

	i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.
7.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.
8.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.

Writing Standards	
Text Types and Protocol	
Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
PK.W.TTP.3	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
2.W.TTP.3	Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.
3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events.
5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.
6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

	g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
8.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Writing Standards	
Production and Distribution of Writing	
Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
PK.W.PDW.4	With modeling, guidance, and support, 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.)
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
1.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)
4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Writing Standards	
Production and Distribution of Writing	
Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
PK.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
3.W.PDW.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 Foundational Literacy standard 6 up to and including grade 3.)
4.W.PDW.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 Foundational Literacy standard 6 up to and including grade 4.)
5.W.PDW.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 Foundational Literacy standard 6 up to and including grade 5.)
6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)

Writing Standards	
Production and Distribution of Writing	
Cornerstone: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
PK.W.PDW.6	This standard begins in Kindergarten.
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
4.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
5.W.PDW.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

Writing Standards	
Research to Build and Present Knowledge	
Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	
PK.W.RBPK.7	With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
1.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.
2.W.RBPK.7	Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.
4.W.RBPK.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5.W.RBPK.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Writing Standards	
Research to Build and Present Knowledge	
Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	
PK.W.RBPK.8	With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.
3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
5.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Writing Standards	
Research to Build and Present Knowledge	
Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
PK.W.RBPK.9	None
K.W.RBPK.9	None
1.W.RBPK.9	None
2.W.RBPK.9	None
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

Writing Standards	
Range of Writing	
Cornerstone: Write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
PK.W.RW.10	With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.
3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
4.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
5.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.