



# **Comprehensive List of Core Content Connectors (CCCs)**

**Alternate Academic Achievement Standards in**

**K-12 English Language Arts**

**Updated March 2023**

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## **BACKGROUND of Core Content Connectors (CCCs)**

To create tests appropriate for students with significant cognitive disabilities that are also aligned to the State Content Standards, South Dakota collaborated with the Multi-State Alternate Assessment (MSAA) to create a “bridge” of derived standards called the Core Content Connectors (CCCs). The CCCs were developed in English Language Arts (ELA) and Mathematics to provide guidance for state alternate assessment test item development.

## **OVERVIEW of Core Content Connectors (CCCs)**

Core Content Connectors are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the [South Dakota State Standards](#) and the Learning Progression Framework (LPF). CCCs illustrate the necessary knowledge and skills to reach the learning targets within the LPF and the South Dakota State Standards, focus on the core content, knowledge, and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction and alternate assessment of students with significant disabilities.

Core Content Connectors in English Language Arts address the following strands at each grade level:

- Habits and Dispositions
- Reading at Word Level
- Reading Informational Text
- Reading Literary Text
- Literary Writing
- Informational Writing
- Persuasive Writing
- Writing Across All Types

## **IMPLEMENTATION of Core Content Connectors (CCCs)**

Teachers and Individual Education Plan (IEP) teams are encouraged to use the CCCs to guide the development of appropriate academic goals and short-term objectives that allow students the maximum engagement with the general curriculum and non-disabled peers as possible, with appropriate adaptations, simplifications, and modifications to grade-level materials and content.

When an IEP team chooses alternate assessment for a student and utilizes CCCs when developing IEP goals and short-term objectives, the IEP team should be aware of the following:

- Participation in the state alternate assessment and the use of CCCs for IEP goals affects the student’s potential to obtain a high school diploma.
- CCCs maintain the main goal of each state standard, but CCCs do not fully extend the skills or knowledge. Rather, the CCCs divide the state standards into smaller pieces.
- The state alternate assessment assesses students with significant cognitive disabilities on grade level content that has been reduced in complexity, breadth, and depth. It does not measure the full breadth of the state standards.

**ELA CCCs linked to South Dakota State Standards in ELA can be found at:**

<https://doe.sd.gov/assessment/alternate.aspx>

## Kindergarten English Language Arts Core Content Connectors

### Kindergarten Habits and Dispositions

Progress Indicator: recognizing that reading should "make sense" and that writing "carries a message"

K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"

K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.

K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.

Progress Indicator: enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)

K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.

K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

Progress Indicator: engaging in shared and independent /self-initiated reading and writing activities

K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.

K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.

K.HD.c4 Draw, dictate, and/or write about an event or linked events.

Progress Indicator: discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others

K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.

K.HD.d2 With prompting and support, retell a favorite story, including key details.

K.HD.d3 Discuss key details and main topic of a preferred text.

K.HD.d4 Share information from a selected permanent product or a favorite text.

Progress Indicator: practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)

K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

K.HD.e2 With prompting and support, identify illustrations to aid comprehension.

Progress Indicator: using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked

K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.

K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.

## Kindergarten Reading at Word Level

Progress Indicator: acquiring understanding of new words from shared literacy activities

K.RWL.a1 Ask questions about unknown words in a text.

K.RWL.a2 Answer questions about unknown words in a text.

Progress Indicator: recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)

K.RWL.b1 Identify or name uppercase letters of the alphabet.

K.RWL.b2 Identify or name lowercase letters of the alphabet.

K.RWL.b3 Recognize the sound(s) for each letter.

K.RWL.b4 Produce the sound(s) for each letter.

K.RWL.b5 Recognize rhyming words.

K.RWL.b6 Produce rhyming words.

K.RWL.b7 Count syllables in spoken words.

K.RWL.b8 Blend and segment syllables in spoken words.

K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.

K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).

K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).

K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Progress Indicator: applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)

K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.

K.RWL.c2 Identify the sound that differs between two similarly spelled words.

K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.

K.RWL.c4 Identify the meaning of common inflections and affixes.

K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.

Progress Indicator: reading grade-appropriate words with automaticity and fluency, including irregularly spelled words

K.RWL.d1 Read common kindergarten high frequency words by sight.

K.RWL.d2 Participate in reading emergent-reader texts.

Progress Indicator: determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)

K.RWL.e1 Identify new meanings for familiar words.

K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.

K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.

Progress Indicator: using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed

K.RWL.f1 With guidance and support, use newly acquired words in real-life context.
<b>Kindergarten Reading Informational Text</b>
Progress Indicator: offering a basic emotional response to informational texts read, texts read aloud, or texts viewed
K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.
Progress Indicator: demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)
K.RI.b1 Locate words and illustrations in informational texts.
K.RI.b2 Distinguish front of book from back of book.
K.RI.b3 Identify the title of an informational text or the title page.
K.RI.b4 Place book in an upright position to read.
K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.
K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.
K.RI.b7 Identify familiar written words when spoken.
K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
K.RI.b9 Recognize that words are separated by spaces in print.
Progress Indicator: recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.
Progress Indicator: approaching informational text with a question to answer; identifying key details and main topics
K.RI.d1 With prompting and support, answer questions about key details in a text.
K.RI.d2 With prompting and support identify the main topic.
K.RI.d3 With prompting and support, retell/identify key details in a text.
Progress Indicator: locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)
K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non-print text (e.g., what do you think we might learn about in this book?).
Progress Indicator: making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Progress Indicator: exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...

K.RI.g1 Identify the author's purpose in an informational text.
K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.
K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).
<b>Kindergarten Reading Literary Text</b>
Progress Indicator: offering a basic emotional response to literary texts read, texts read aloud, or texts viewed
K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.
Progress Indicator: demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)
K.RL.b1 Locate words and illustrations in stories.
K.RL.b2 Distinguish front of book from back of book.
K.RL.b3 Identify the title of a story or poem or the title page.
K.RL.b4 Place book in upright position to read.
K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text.
K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.
K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").
K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
K.RL.b9 Recognize that words are separated by spaces in print.
Progress Indicator: recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations)
K.RL.c1 With prompting and support, sequence a set of events in a familiar story.
K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.
K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).
K.RL.c4 With prompting and support, define the role of the author.
K.RL.c5 With prompting and support, identify the illustrator.
K.RL.c6 With prompting and support, define the role of the illustrator.
K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.
Progress Indicator: identifying main characters, key events, a problem, or solution when prompted
K.RL.d1 With prompting and support, identify characters in a story.
K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.
Progress Indicator: retelling or paraphrasing sequence of events, central ideas, and details from a range of stories
K.RL.e1 Retell a familiar story (e.g., What was the story about?).

K.RL.e2 With prompting and support, answer questions about key details in a story.
Progress Indicator: interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)
K.RL.f1 With prompting and support, show how characters interacted in a story.
K.RL.f2 With prompting and support, identify a setting in a story.
Progress Indicator: exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles
K.RL.g1 Recognize common types of text.
K.RL.g2 With prompting and support, compare, and contrast (i.e., find something the same and something different) between familiar stories.
<b>Kindergarten Literary Writing</b>
Progress Indicator: generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)
K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).
K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.
K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.
Progress Indicator: conveying meaning with illustrations/dictation to describe event, personal/imagined experience
K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.
Progress Indicator: telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written
K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.
Progress Indicator: logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation
K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics
K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).
<b>Kindergarten Informational Writing</b>
Progress Indicator: generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)
K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.
K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.



Progress Indicator: describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written
K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.
K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.
Progress Indicator: representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation
K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).
Progress Indicator: with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic
K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).
K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.
K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.
K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Progress Indicator: presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)
K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.
Progress Indicator: organizing factual information about subtopics of larger topics using relevant details in several related sentences
K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics
K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
<b>Kindergarten Persuasive Writing</b>
Progress Indicator: generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)
K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.
K.WP.a2 Draw, dictate, or write an idea about a topic.
K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.
Progress Indicator: with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion,

drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written
K.WP.b1 State an opinion or preference about the topic.
Progress Indicator: locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation
K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.
Progress Indicator: selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)
K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.
Progress Indicator: with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics
K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<b>Kindergarten Writing Across All Types</b>
K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.
K.WA.3 Print many upper- and lowercase letters.
K.WA.4 Use high frequency nouns in dictating or writing.
K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
K.WA.6 Complete sentences in a shared language activity.
K.WA.7 Capitalize the first word in a sentence and the pronoun I.
K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).
K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## 1st Grade English Language Arts Core Content Connectors

### 1<sup>st</sup> Grade Habits and Dispositions

Progress Indicator: recognizing that reading should "make sense" and that writing "carries a message"

1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.

Progress Indicator: enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)

1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.

1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

Progress Indicator: engaging in shared and independent /self-initiated reading and writing activities

1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.

1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.

1.HD.c3 Draw, dictate, and/or write about an event or linked events.

1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

1.HD.c6 Participate in shared research or writing projects.

Progress Indicator: discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others

1.HD.d1 Engage in small or large group discussions by sharing one's own writing.

1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.

1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.

1.HD.d4 Retell a favorite text, including key details.

1.HD.d5 Discuss key details and main topic of a preferred text.

Progress Indicator: practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)

1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)

1.HD.e2 Identify text features to aid comprehension.

1.HD.e3 Use text features to aid comprehension.

Progress Indicator: using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked
1.HD.g1 Read books to examine how certain genres are written.
1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.
1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.
1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.
<b>1st Grade Reading at Word Level</b>
Progress Indicator: acquiring understanding of new words from shared literacy activities
1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.
Progress Indicator: recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)
1.RWL.b1 Identify or name uppercase letters of the alphabet.
1.RWL.b2 Identify or name lowercase letters of the alphabet.
1.RWL.b3 Recognize the sound(s) for each letter.
1.RWL.b4 Produce the sound(s) for each letter.
1.RWL.b5 Recognize rhyming words.
1.RWL.b6 Produce rhyming words.
1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.
1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.
1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)
1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.
1.RWL.c2 Identify the sound that differs between two similarly spelled words.
1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
1.RWL.c4 Decode regularly spelled CVC words.
1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.
1.RWL.c7 Read or identify frequently occurring words with inflectional endings.
1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.

Progress Indicator: reading grade-appropriate words with automaticity and fluency, including irregularly spelled words
1.RWL.d1 Recognize grade-appropriate irregularly spelled words.
1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.
1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Progress Indicator: determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).
1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.
Progress Indicator: using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed
1.RWL.f1 With guidance and support, use newly acquired words in real-life context.
1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.
<b>1st Grade Reading Informational Text</b>
Progress Indicator: offering a basic emotional response to informational texts read, texts read aloud, or texts viewed
1.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.
Progress Indicator: demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)
1.RI.b1 Locate words and illustrations in informational texts.
1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading.
1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.
1.RI.b4 Recognize that words are separated by spaces in print.
1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.
Progress Indicator: recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)
1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.
1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print).
Progress Indicator: approaching informational text with a question to answer; identifying key details and main topics
1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.
1.RI.d2 Identify the main topic of an informational text.

1.RI.d3 Retell/identify key details in an informational text.
Progress Indicator: locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)
1.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non-print text (e.g., what do you think we might learn about in this book?).
1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
Progress Indicator: making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)
1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.
1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task.
1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Progress Indicator: exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...
1.RI.g1 Identify the facts and details an author gives to support points in a text.
1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>1st Grade Reading Literary Text</b>
Progress Indicator: offering a basic emotional response to literary texts read, texts read aloud, or texts viewed
1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.
Progress Indicator: demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)
1.RL.b1 Locate words and illustrations in stories.
1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.
1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text.
1.RL.b4 Recognize that words are separated by spaces in print.
1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).
Progress Indicator: recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations)
1.RL.c1 Explain a key illustration in the story.
1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.c3 Answer questions about the beginning, middle, and end of a story.
1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story.
Progress Indicator: identifying main characters, key events, a problem, or solution when prompted
1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).

1.RL.d2 Ask questions about key details in a familiar story.
1.RL.d3 Identify and/or describe the characters from a story.
1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.
Progress Indicator: retelling or paraphrasing sequence of events, central ideas, and details from a range of stories
1.RL.e1 Answer questions regarding key events of stories.
1.RL.e2 Use details to tell what happened in a story.
1.RL.e3 Retell the sequence of events in a story.
Progress Indicator: interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)
1.RL.f1 Identify who is telling the story in a text.
1.RL.f2 Identify and/or describe a setting in a story.
1.RL.f3 Describe feelings of characters.
Progress Indicator: exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles
1.RL.g1 Identify the purpose of storybooks and informational text.
1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.
<b>1<sup>st</sup> Grade Literary Writing</b>
Progress Indicator: generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)
1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.
1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.
1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.
Progress Indicator: conveying meaning with illustrations/dictation to describe event, personal/imagined experience
1.WL.b1 Describe people, places, things, and/or events with relevant details.
Progress Indicator: telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written
1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.
Progress Indicator: logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation
1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
1.WL.d2 Write a narrative that includes a sense of closure.
Progress Indicator: organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution

1.WL.f1 Provide a title for writing that tells the central idea or focus.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics
1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<b>1<sup>st</sup> Grade Informational Writing</b>
Progress Indicator: generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)
1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing.
1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question. Progress Indicator: describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written
Progress Indicator: describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written
1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.
Progress Indicator: representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation
1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.
Progress Indicator: with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic
1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).
1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.
1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.
1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).
Progress Indicator: presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)
1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.
Progress Indicator: organizing factual information about subtopics of larger topics using relevant details in several related sentences
1.WI.h1 Provide a concluding statement or section to a permanent product.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics



1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.

### **1<sup>st</sup> Grade Persuasive Writing**

Progress Indicator: generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)

1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.

1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.

1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.

Progress Indicator: with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written

1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.

Progress Indicator: locating facts to support stated opinions about a topic( e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.

1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.

Progress Indicator: selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.

Progress Indicator: developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.

1.WP.g2 Write an opinion piece that includes a sense of closure.

Progress Indicator: with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.

### **1<sup>st</sup> Grade Writing Across All Types**

1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.

1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.

1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

1.WA.4 Print upper- and lowercase letters.
1.WA.5 Use frequently occurring nouns in dictating or writing.
1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) within writing.
1.WA.7 Use frequently occurring adjectives in dictating or writing.
1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.
1.WA.9 Use verbs to convey a sense of past, present, or future in writing.
1.WA.10 Use frequently occurring prepositions (e.g., on, in) in dictating or writing.
1.WA.11 Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing.
1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).
1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.
1.WA.15 Use end punctuation for sentences.
1.WA.16 Use conventional spelling for words with common spelling patterns
1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## 2nd Grade English Language Arts Core Content Connectors

### 2nd Grade Habits and Dispositions

Progress Indicator: recognizing that reading should "make sense" and that writing "carries a message"

2.HD.a1. Ask for clarification and further explanation about topics and texts under discussion.

2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

Progress Indicator: enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)

2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.

2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).

Progress Indicator: engaging in shared and independent /self-initiated reading and writing activities

2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).

2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.

2.HD.c3 Participate in shared research or writing projects.

Progress Indicator: discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others

2.HD.d1 Retell a favorite text, including key details.

2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.

2.HD.d3 Engage in small or large group discussions by sharing one's own writing.

2.HD.d4 Discuss key details and main topic of a preferred text.

Progress Indicator: practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)

2.HD.e1 Identify text features to aid comprehension.

2.HD.e2 Use text features to aid comprehension.

2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

Progress Indicator: explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked

2.HD.f1 Explain what information or strategy was used to help comprehend text.

2.HD.f2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.

Progress Indicator: using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked

2.HD.g1 Read books to examine how to write certain genres

2.HD.g2 With guidance and support from adults, use a writing template, tool, or mentor text to develop writing skills.

2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.
2.HD.g4 With guidance and support from adults, work with a peer to revise a permanent product.
2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.
<b>2nd Grade Reading at Word level</b>
Progress Indicator: acquiring understanding of new words from shared literacy activities
2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).
Progress Indicator: recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)
2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.
2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words
2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)
2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.
2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.
2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.
2.RWL.c4 Decode regularly spelled two-syllable words with long vowels.
2.RWL.c5 Decode words with common prefixes and suffixes.
2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.
2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.
Progress Indicator: reading grade-appropriate words with automaticity and fluency, including irregularly spelled words
2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.
2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.
2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Progress Indicator: determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)
2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.
2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.
2.RWL.e3 Use context to confirm or self-correct word recognition.
2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.

2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.
2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Progress Indicator: using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed
2.RWL.f1 Use newly acquired words in real-life context.
2.RWL.f2 Use adjectives to describe nouns.
2.RWL.f3 Use adverbs to describe verbs.
<b>2nd Grade Reading Informational Text</b>
Progress Indicator: recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)
2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.
Progress Indicator: approaching informational text with a question to answer; identifying key details and main topics
2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.
2.RI.d2 Identify the main topic of a multi-paragraph informational text.
2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.
Progress Indicator: locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)
2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.
2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.
Progress Indicator: making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)
2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.
2.RI.f2 Identify the sequence of events in an informational text.
2.RI.f3 Identify the steps in a process in an informational text.
2.RI.f4 Identify the cause and effect relationships in an informational text.
Progress Indicator: exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...
2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.
2.RI.g2 Identify the facts and details an author gives to support points in a text.
2.RI.g3 Describe how facts and details support specific points the author makes in a text.
<b>2nd Grade Reading Literary Text</b>
Progress Indicator: recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings)
2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.

2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.
2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.
2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.
2.RL.c5 Use signal words (e.g., then, while, because, when, after, before, later) to describe event sequence, actions, and interactions in a story.
Progress Indicator: identifying main characters, key events, a problem, or solution when prompted
2.RL.d1 Answer who, what, where, when, why, and how questions from stories.
2.RL.d2 Describe or select a description of a major event or problem in a story.
2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.
Progress Indicator: retelling or paraphrasing sequence of events, central ideas, and details from a range of stories
2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures.
2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.
Progress Indicator: interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)
2.RL.f1 Use information gained from illustrations to describe elements within the setting.
2.RL.f2 Identify different points of view different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).
2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.
2.RL.f4 Use information gained from illustrations to describe relationships between characters (e.g., mother/daughter, love/hate).
2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.
Progress Indicator: exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles
2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2.RL.g2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.
<b>2nd Grade Literary Writing</b>
Progress Indicator: generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)
2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.
2.WL.a2 Recall information from experiences to answer a question.
2.WL.a3 Describe ideas about familiar people, places, things, and/or events.

Progress Indicator: conveying meaning with illustrations/dictation to describe event, personal/imagined experience
2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.
Progress Indicator: telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written
2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.
Progress Indicator: logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation
2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).
2.WL.d2 Write a narrative that includes a sense of closure.
Progress Indicator: organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution
2.WL.f1 Provide a title for writing that tells the central idea or focus.
2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics
2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.
<b>2nd Grade Informational Writing</b>
Progress Indicator: generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.
2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a campfire? What did it feel like if you got too close to the fire?").
Progress Indicator: describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written
2.WI.b1 Write statements that name a topic and supply some facts about the topic.
Progress Indicator: representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation
2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.
Progress Indicator: with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic

2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.
2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.
Progress Indicator: presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.
Progress Indicator: organizing factual information about subtopics of larger topics using relevant details in several related sentences
2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.
2.WI.h2 Provide a concluding statement or section to a permanent product.
Progress Indicator: with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics
2.WI.i1 With guidance and support, use feedback to strengthen writing.
<b>2nd Grade Persuasive Writing</b>
Progress Indicator: generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)
2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.
2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.
2.WP.a3 Recall information from experiences to answer a question.
Progress Indicator: with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written
2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.
2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.
Progress Indicator: with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)
2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.
2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.
Progress Indicator: locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation



2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.
Progress Indicator: selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)
2.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest., include at least one reason that supports the opinion.
Progress Indicator: developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience
2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
Progress Indicator: with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics
2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
<b>2nd Grade Writing Across All Types</b>
2.WA.1 Use end punctuation for sentences.
2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers.
2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.
2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
2.WA.5 Use collective and irregular plural nouns within writing.
2.WA.6 Use past tense irregular verbs within writing.
2.WA.7 Use adjectives and adverbs within writing.
2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) within writing.
2.WA.9 Produce and expand upon simple or compound sentences.
2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes).
2.WA.11 Use end punctuation for sentences.
2.WA.12 Use conventional spelling for words with common spelling patterns.
2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names.
2.WA.14 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## 3rd Grade English Language Arts Core Content Connectors

### 3rd Grade Habits and Disposition

Progress Indicator: self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)

3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.

3.HD.h2 Compare two or more texts on the same topic or by the same author.

Progress Indicator: contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)

3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.

3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.

3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.

3.HD.i4 Express ideas and understanding in light of collaborative discussions.

Progress Indicator: use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension

3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

Progress Indicator: deepening exposure to favorite authors/topics/genres and explaining/supporting preferences

3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.

Progress Indicator: self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)

3.HD.l1 Explain what information or strategy was used to help comprehend text.

3.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.

3.HD.l3 Describe process used to develop writing.

Progress Indicator: setting reading/writing goals based on feedback and taking steps to meet goals

3.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.

### 3rd Grade Reading at Word Level

Progress Indicator: applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning

3.RWL.g1 Identify the meaning of most common prefixes.

3.RWL.g2 Identify the meaning of most common suffixes.

3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.

3.RWL.g4 Decode regularly spelled two-syllable words with long vowels.

3.RWL.g5 Decode multisyllable words.

3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.

3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.
Progress Indicator: reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words
3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.
3.RWL.h2 Identify grade level words with accuracy.
3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Progress Indicator: determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)
3.RWL.i1 Use context to confirm or self-correct word recognition.
3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.
3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.
3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.
Progress Indicator: integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed
3.RWL.j1 Use newly acquired words in real-life context.
3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.
3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.
3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Progress Indicator: distinguishing literal from figurative meanings of words and phrases used in different contexts
3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.
3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.
<b>3rd Grade Reading Informational Text</b>
Progress Indicator: locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding
3.RI.h1 Identify the purpose of a variety of text features.
3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.
3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.
Progress Indicator: identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information
3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Progress Indicator: attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)
3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.
3.RI.j2 Describe the connection between sentences and paragraphs in a text.
Progress Indicator: using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts
3.RI.k1 Identify the author's purpose in an informational text.
3.RI.k2 Identify own point of view about a topic.
3.RI.k3 Compare own point of view to that of the author.
3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Progress Indicator: using evidence to show how graphics/visuals support central ideas
3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text.
3.RI.l2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.l3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.
Progress Indicator: using a variety of sources to research a topic; determining relevance of information; making connections within or across texts
3.RI.m1 When researching a topic, find the relevant details or information from a text.
3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.
Progress Indicator: analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning
3.RI.n1 Identify facts that an author uses to support a specific point or opinion.
<b>3rd Grade Reading Literary Text</b>
Progress Indicator: describing relationships among characters, setting, key events, and conflicts
3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
3.RL.h2 Explain how characters actions contribute to the sequence of events/plot.
Progress Indicator: using evidence from the text to summarize or make and support inferences, opinions, and conclusions
3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.
3.RL.i2 Answer literal questions and refer to text to support your answer.

3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.
Progress Indicator: describing or classifying texts according to literary genre, text features, or author's style/perspective
3.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).
3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).
3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).
3.RL.j4 Identify narrator or character's point of view.
3.RL.j5 Identify own point of view.
3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.
Progress Indicator: identifying central ideas and key details to derive author's purpose, message or theme
3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.
3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.
Progress Indicator: using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)
3.RL.l1 Describe a character's traits in a story using details from the text and illustrations.
3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.
3. RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.
3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
Progress Indicator: describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts
3.RL.m1 Analyze how a character's point of view influences a conflict within a text.
3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.
<b>3rd Grade Literary Writing</b>
Progress Indicator: generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)
3.WL.h1 Recall information from experiences for use in writing.
3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).

Progress Indicator: using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)
3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.
3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.
Progress Indicator: writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)
3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
3.WL.j2 Sequence events in writing that unfold naturally.
Progress Indicator: taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.
Progress Indicator: elaborating with precise language and concrete and sensory details; using varied sentence types and transitions
3.WL.l1 Use temporal words and phrases to signal event order.
Progress Indicator: writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned
3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.
Progress Indicator: with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types
3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.
Progress Indicator: revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity
3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.
3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
<b>3rd Grade Informational Writing</b>
Progress Indicator: locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources

3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).
3.WI.k3 Locate important points on a single topic from two informational texts or sources.
Progress Indicator: using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts
3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.
3.WI.l3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.
3.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
Progress Indicator: writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopic (e.g., "Many sports can be played outside in winter.")
3.WI.m1 Introduce a topic and grouping related information together.
Progress Indicator: selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary
3.WI.n1 Identify key details in an informational text.
Progress Indicator: presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types
3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.
Progress Indicator: incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing
3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.
Progress Indicator: writing a conclusion or concluding statement that links back to the focus
3.WI.q1 Provide a concluding statement or section to summarize the information presented.
Progress Indicator: with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types
3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.

Progress Indicator: revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components
3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).
3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.
<b>3rd Grade Persuasive Writing</b>
Progress Indicator: generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)
3.WP.i1 Recall relevant information from experiences for use in writing.
Progress Indicator: developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)
3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.
3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.
3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.
3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).
Progress Indicator: writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text
3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.
Progress Indicator: selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary
3.WP.l1 Provide reasons or facts that support a stated opinion.
Progress Indicator: stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)
3.WP.m1 Use linking words and phrases that connect the opinions and reasons.
3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.
Progress Indicator: writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons
3.WP.n1 Provide a concluding statement or section.
Progress Indicator: with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types
3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.



Progress Indicator: revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback

3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.

3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).

### **3rd Grade Writing Across All Types**

3.WA.1 Develop keyboarding skills.

3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).

3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.

3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.

3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.

3.WA.6 Use simple and compound sentences in informative/explanatory writing.

3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.

3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.

3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.

3.WA.10 Use quotation marks within writing.

3.WA.11 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.

3.WA.12 Use commas accurately in addresses or dialogue within writing.

3.WA.13 Choose words and phrases for appropriate effect (e.g., to inform) within writing.

3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.

## 4th Grade English Language Arts Core Content Connectors

### 4th Grade Habits and Dispositions

Progress Indicator: self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)

4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.

4.HD.h2 Report out about two or more texts on the same self-selected topic.

Progress Indicator: contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)

4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.

4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.

4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.

4.HD.i4 Review the key ideas expressed within a collaborative discussion.

Progress Indicator: use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension

4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).

Progress Indicator: deepening exposure to favorite authors/topics/genres and explaining/supporting preferences

4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.

Progress Indicator: self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)

4.HD.l1 Explain what information or strategy was used to help comprehend text.

4.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.

4.HD.l3 Describe process used to develop writing.

Progress Indicator: setting reading/writing goals based on feedback and taking steps to meet goals

4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.

### 4th Grade Reading at Word Level

Progress Indicator: applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning

4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.

Progress Indicator: reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words

4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.

4.RWL.h2 Identify grade level words with accuracy and on successive attempts.

4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
Progress Indicator: determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)
4.RWL.i1 Use context to confirm or self-correct word recognition.
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.
4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.
4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.
4.RWL.i5 Relate words to their opposites (antonyms).
4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).
Progress Indicator: integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed
4.RWL.j1 Use general academic and domain specific words and phrases accurately.
4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
Progress Indicator: distinguishing literal from figurative meanings of words and phrases used in different contexts
4.RWL.k1 Identify simple similes in context.
4.RWL.k2 Identify simple metaphors in context.
4.RWL.k3 Identify the meaning of common idioms.
4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.
<b>4th Grade Reading Informational Text</b>
Progress Indicator: locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding
4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.
4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.
4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) to answer questions.
4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.
Progress Indicator: identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information
4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.
4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.
4.RI.i3 Determine the main idea of an informational text.

4.RI.i4 Identify supporting details of an informational text.
4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Progress Indicator: attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)
4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).
4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.
Progress Indicator: using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts
4.RI.k1 Determine if information in a text is firsthand or secondhand.
4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.
4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.
4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.
4.RI.k5 Identify reasons that the author uses to support ideas in an informational text.
Progress Indicator: using evidence to show how graphics/visuals support central ideas
4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Progress Indicator: using a variety of sources to research a topic; determining relevance of information; making connections within or across texts
4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.
Progress Indicator: analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning
4. RI.n1 Identify facts that an author uses to support a specific point or opinion.
<b>4th Grade Reading Literary Text</b>
Progress Indicator: describing relationships among characters, setting, key events, and conflicts
4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).
Progress Indicator: using evidence from the text to summarize or make and support inferences, opinions, and conclusions
4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.
4.RL.i3 Use evidence from the text to summarize a story, poem, or drama.

4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.
4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Progress Indicator: describing or classifying texts according to literary genre, text features, or author's style/perspective
4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).
4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).
4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks; acts/scenes instead of chapter).
Progress Indicator: identifying central ideas and key details to derive author's purpose, message, or theme
4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).
4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.
Progress Indicator: using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)
4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.
4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.
Progress Indicator: describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts
4.RL.m1 Determine the author's point of view (first- or third- person).
4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer.
4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.
4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.
4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>4th Grade Literary Writing</b>
Progress Indicator: generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)

4.WL.h1 Recall relevant information from experiences for use in writing.
4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).
Progress Indicator: using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)
4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources.
4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.
4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).
Progress Indicator: writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
4.WL.j2 Sequence events in writing that unfold naturally.
Progress Indicator: taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description
4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.
Progress Indicator: elaborating with precise language and concrete and sensory details; using varied sentence types and transitions
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.
Progress Indicator: writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.
Progress Indicator: with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types
4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.
Progress Indicator: revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity
4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.
4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).

## 4th Grade Informational Writing

Progress Indicator: locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources

4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.

4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.

Progress Indicator: using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts

4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.

4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.

4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).

Progress Indicator: writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopic (e.g., "Many sports can be played outside in winter.")

4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.

Progress Indicator: selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary

4.WI.n1 Identify key details from an informational text.

4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.

Progress Indicator: presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types

4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Progress Indicator: incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing

4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.

Progress Indicator: writing a conclusion or concluding statement that links back to the focus.

4.WI.q1 Provide a concluding statement or section to support the information presented.

Progress Indicator: with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types
4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.
Progress Indicator: revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components
4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.
4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.
<b>4th Grade Persuasive Writing</b>
Progress Indicator: generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)
4.WP.i1 Recall relevant information from experiences for use in writing.
4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).
Progress Indicator: developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)
4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.
4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.
4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).
4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.
Progress Indicator: writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text
4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.
Progress Indicator: selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary
4.WP.l1 Provide reasons which include facts and details that support a stated opinion.
Progress Indicator: stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)
4.WP.m1 Create an organizational structure that lists reasons in a logical order.
4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).



4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.
Progress Indicator: writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons
4.WP.n1 Provide a concluding statement or section related to the opinion presented.
Progress Indicator: with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.
4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.
Progress Indicator: revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback
4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.
4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.
<b>4th Grade Writing Across All Types</b>
4.WA.1 Develop keyboarding skills.
4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details
4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.WA.5 Use relative pronouns and relative adverbs in writing.
4.WA.6 Use prepositional phrases in writing.
4.WA.7 Produce simple, compound, and complex sentences in writing.
4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.
4.WA.9 Use correct capitalization in writing.
4.WA.10 Use commas and quotation marks in writing.
4.WA.11 Spell words correctly in writing, consulting references as needed.
4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.
4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.

## 5th Grade English Language Arts Core Content Connectors

### 5th Grade Habits and Dispositions

Progress Indicator: varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)

5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels.

5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.

Progress Indicator: flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks

5.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.

Progress Indicator: flexibly making editing and revision choices and sustaining effort to fit composition needs

5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

Progress Indicator: actively contributing and supporting relevant individual perspectives in book or writing discussions

5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.

5.HD.e2 Review the key ideas expressed within a collaborative discussion.

Progress Indicator: setting personal goals, identifying strategies, and monitoring progress to improve reading or writing

5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary, or comprehension) and use data to set or adjust personal goals.

5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.

5.HD.f3 Write notes during the reading or writing process.

### 5th Grade Reading at Word Level

Progress indicator: determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words

5.RWL.a1 Use context to confirm or self-correct word recognition.

5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.

5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Progress Indicator: analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context

5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.

Progress Indicator: integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking
5.RWL.c1 Use general academic and domain specific words and phrases accurately.
Progress Indicator: accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary
5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
Progress Indicator: identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)
5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
5.RWL.e2 Identify the meaning of common idioms or proverbs.
<b>5th Grade Reading Informational Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.
Progress Indicator: using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information
5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).
5.RI.b2 Use signal word to identify common types of text structure.
5.RI.b3 Use search tools or text features as a means of locating relevant information.
5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.
Progress Indicator: using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details
5.RI.c1 Identify prior knowledge of an event or topic.
5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.
5.RI.c3 Quote accurately from a text to support inferences.
5.RI.c4 Determine the main idea and identify key details to support the main idea.
5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.
5.RI.c6 Summarize the points a speaker makes.
Progress Indicator: using supporting evidence to draw inferences or compare content presented within or across texts
5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.
5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.
5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).
5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Progress Indicator: identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader
5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.
5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.
5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.
5.RI.e4 Determine if there are any potential biases on the author's part.
5.RI.e5 Identify the impact of the author's point of view on the reader.
Progress Indicator: determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic
5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.
Progress Indicator: analyzing how an author develops ideas and supports a thesis or reasoning
5.RI.g1 Identify the author's stated thesis/claim/opinion.
5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.
5.RI.g3 Identify a speaker's points or claims.
5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.
<b>5th Grade Reading Literary Text</b>
Progress indicator: flexibly using strategies to derive meaning from a variety of texts
5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.
Progress Indicator: using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)
5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.
5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.
Progress Indicator: summarizing and interpreting purpose or central ideas to derive a theme
5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.
5.RL.c2 Summarize a text from beginning to end in a few sentences.
5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
Progress Indicator: comparing literary elements (e.g., character, setting, plot/subplots) within or across text

5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.
5.RL.d2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Progress Indicator: analyzing text according to text structure, genre features, or author's style
5.RL.e1 Use signal words to identify common types of text structure within a text.
5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.
5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Progress Indicator: identifying and describing how the narrative point of view influences the reader's interpretation
5.RL.f1 Determine the narrative point of view of a text read, read aloud, or viewed.
5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.
Progress Indicator: applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text
5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.
5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.
<b>5th Grade Literary Writing</b>
Progress Indicator: employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme
5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
Progress Indicator: setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view
5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.
Progress Indicator: maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing
5.WL.c1 Organize ideas and events so that they unfold naturally.
5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.
Progress Indicator: selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)
5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.

Progress Indicator: developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes
5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
Progress Indicator: refining overall coherence through literary techniques (e.g., imagery, personification, description)
5.WL.f1 Use figurative language in context, including similes and metaphors.
Progress Indicator: writing a conclusion that ties elements together, supports the theme, and provides a sense of closure
5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.
Progress Indicator: applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)
5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.
5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<b>5th Grade Informational Writing</b>
Progress Indicator: independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format
5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) from print and/or digital sources that are relevant to the topic.
5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.
Progress Indicator: using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics
5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.
5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).
5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
Progress Indicator: establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")
5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.
Progress Indicator: selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea

5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
Progress Indicator: maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas
5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.
Progress Indicator: incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning
5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.
Progress Indicator: writing a conclusion that links back to the focus/central idea and provides a sense of closure
5.WI.g1 Provide a concluding statement or section to summarize the information presented.
Progress Indicator: applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/ visual/auditory components
5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.
5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).
<b>5th Grade Persuasive Writing</b>
Progress Indicator: using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)
5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).
5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.
Progress Indicator: using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view
5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).
5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.
Progress Indicator: establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented
5.WP.c1 Provide an introduction that states own opinion within persuasive text.

5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
Progress Indicator: selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience
5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.
Progress Indicator: developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers
5.WP.e1 Links opinions and reasons using words, phrases, and clauses.
5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.
Progress Indicator: writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn
5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.
Progress Indicator: applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)
5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.
5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.
<b>5th Grade Writing Across All Types</b>
5.WA.1 Develop keyboarding skills.
5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.
5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.
5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.
5.WA.6 Recognize and correct inappropriate shifts in verb tense.
5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.
5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.
5.WA.9 Use punctuation to separate items in a series.
5.WA.10 Use commas accurately in writing.
5.WA.11 Spell words correctly in writing, consulting references as needed.
5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.
5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.



5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

## 6th Grade English Language Arts Core Content Connectors

### 6th Grade Habits and Dispositions

Progress Indicator: varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)

6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.

6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.

Progress Indicator: flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks

6.HD.c1 Utilize different comprehension strategies depending upon the text or literacy task.

Progress Indicator: flexibly making editing and revision choices and sustaining effort to fit composition needs

6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

Progress Indicator: actively contributing and supporting relevant individual perspectives in book or writing discussions

6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.

6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.

Progress Indicator: setting personal goals, identifying strategies, and monitoring progress to improve reading or writing

6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary, or comprehension) and use data to set or adjust personal goals.

6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.

### 6th Grade Reading at Word Level

Progress indicator: determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words

6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.

6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Progress Indicator: analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context

6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.

Progress Indicator: integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking

6.RWL.c1 Use general academic and domain specific words and phrases accurately.

Progress Indicator: accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary

6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
Progress Indicator: identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)
6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.
6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.
6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
<b>6th Grade Reading Informational Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
6.RI.a1 Use a variety of strategies to (e.g., use context, affixes, and roots) derive meaning from a variety of print/non-print texts.
Progress Indicator: using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information
6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).
6.RI.b2 Use search tools or text features as a means of locating relevant information.
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.
6.RI.b4 Summarize information gained from a variety of sources including media or texts.
Progress Indicator: using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details
6.RI.c1 Identify prior knowledge of an event or topic.
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.
6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).
6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
6.RI.c5 Summarize the points a speaker makes.
Progress Indicator: using supporting evidence to draw inferences or compare content presented within or across texts
6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
6.RI.d2 Use textual evidence to support inferences.

Progress Indicator: identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader
6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.
6.RI.e2 Summarize the points an author makes.
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Progress Indicator: determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic
6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).
Progress Indicator: analyzing how an author develops ideas and supports a thesis or reasoning
6.RI.g1 Identify key individuals, events, or ideas in a text.
6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.
6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.
6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.
6.RI.g5 Identify an argument or claim that the author makes.
6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.
6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.
<b>6th Grade Reading Literary Text</b>
Progress indicator: flexibly using strategies to derive meaning from a variety of texts
6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.
Progress Indicator: Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)
6.RL.b1 Describe how the plot unfolds in a story.
6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.
6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.
6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.
Progress Indicator: summarizing and interpreting purpose or central ideas to derive a theme
6.RLc1 Select key details about a character and relate those details to a theme within the text.
6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.
6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.
Progress Indicator: comparing literary elements (e.g., character, setting, plot/subplots) within or across text
6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.
Progress Indicator: analyzing text according to text structure, genre features, or author's style

6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot
6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.
6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.
Progress Indicator: identifying and describing how the narrative point of view influences the reader's interpretation
6.RL.f1 Determine the narrative point of view.
6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.
6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.
Progress Indicator: applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text
6.RL.g1 Interpret personification to help explain the characters within a text.
6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text.
<b>6th Grade Literary Writing</b>
Progress Indicator: employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme
6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
Progress Indicator: setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
Progress Indicator: maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing
6.WL.c1 Organize ideas and events so that they unfold naturally.
6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Progress Indicator: selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)
6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Progress Indicator: refining overall coherence through literary techniques (e.g., imagery, personification, description)
6.WL.f1 Use figurative language appropriately, including similes and metaphors.
Progress Indicator: writing a conclusion that ties elements together, supports the theme, and provides a sense of closure
6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.

Progress Indicator: applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)
6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.
6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<b>6th Grade Informational Writing</b>
Progress Indicator: independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format
6.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.
Progress Indicator: using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics
6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).
6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).
6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
Progress Indicator: establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")
6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.
Progress Indicator: selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea
6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
Progress Indicator: maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas
6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.
6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning

6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.
Progress Indicator: writing a conclusion that links back to the focus/central idea and provides a sense of closure
6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.
Progress Indicator: applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components
6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
<b>6th Grade Persuasive Writing</b>
Progress Indicator: using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)
6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).
6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.
Progress Indicator: using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing ( e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
Progress Indicator: establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented
6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.
6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.
Progress Indicator: selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience
6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.

Progress Indicator: developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers
6.WP.e1 Use words, phrases and clauses to link claims and reasons.
Progress Indicator: writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn
6.WP.g1 Provide a concluding statement or section that follows the argument presented.
Progress Indicator: applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)
6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.
6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.
<b>6th Grade Writing Across All Types</b>
6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
6.WA.2 Develop sufficient keyboarding skills.
6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details
6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.
6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.
6.WA.7 Identify and use pronouns accurately in writing.
6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.
6.WA.9 Spell words correctly in writing.
6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.
6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.
6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.



## 7th Grade English Language Arts Core Content Connectors

### 7th Grade Habits and Dispositions

Progress Indicator: expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)

7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.

Progress Indicator: developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)

7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.

7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.

7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.

Progress Indicator: sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products

7.HD.i1 Use information and feedback to refine understanding or products.

7.HD.i2 Use feedback from adults and peers to improve writing.

7.HD.j1 Use information and feedback to refine own thinking.

Progress Indicator: using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)

7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.

### 7th Grade Reading at Word Level

Progress Indicator: using connotations and denotations of words to extend and deepen definitional understanding

7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).

Progress Indicator: making conceptual connections between known and unknown words, using word structure, word relationships, or context

7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.

7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Progress Indicator: using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)

7.RWL.h1 Identify words that are derived from a familiar word (e.g., pedal: pedestrian, pedestal, bipedal).

Progress Indicator: integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking

7.RWL.i1 Use general academic and domain specific words and phrases accurately.

Progress Indicator: utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
Progress Indicator: interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)
7.RWL.k1 Identify allusion within a text or media.
7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.
7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.
7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
Progress Indicator: analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)
7.RWL.l1 Identify alliteration within text.
7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.
7.RWL.l3 Analyze how the use of figurative, connotative, or technical terms affect the meaning or tone of text.
<b>7th Grade Reading Informational text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
7.RI.h1 Use a variety of strategies (e.g., use context, affixes, and roots, use reference materials) to derive meaning from a variety of print/non-print texts.
Progress Indicator: utilizing knowledge of text structures and genre features to locate, organize, or analyze important information
7.RI.i1 Use signal words as a means of locating information.
7.RI.i2 Use text features to locate information.
7.RI.i3 Outline a given text to show how ideas build upon one another.
Progress Indicator: using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
7.RI.j2 Determine the central idea of a text.
7.RI.j3 Analyze the development of the central idea over the course of the text.
7.RI.j4 Provide/create an objective summary of a text.
7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.
Progress Indicator: analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole
7.RI.k1 Determine the structure of a text.
7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.
7.RI.k3 Identify an argument or claim that the author makes.
7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.
7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.
7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Progress Indicator: comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information
7.RI.l1 Compare/contrast how two or more authors write or present about the same topic.
7.RI.l2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>7th Grade Reading Literary Text</b>
Progress Indicator: flexibility using strategies to derive meaning from a variety of texts and mediums
7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.
Progress Indicator: using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)
7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.
7.RL.i3 Determine the theme or central idea of a text.
Progress Indicator: identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme
7.RL.j1 Analyze the development of the theme or central idea over the course of the text.
7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).
Progress Indicator: identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning
7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Progress Indicator: analyzing or comparing texts according to text structure, genre features, or author's style or tone
7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.
Progress Indicator: evaluating and responding to a range of literature using given criteria
7.RL.m1 Compare and contrast the points of view of different characters in the same text.

7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.
7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.
7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<b>7th Grade Literary Writing</b>
Progress Indicator: employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style
7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.
Progress Indicator: setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style
7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.
Progress Indicator: sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)
7.WL.k1 Organize ideas and event so that they unfold naturally.
7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Progress Indicator: selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response
7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Progress Indicator: refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)
7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.
Progress Indicator: writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader
7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.
7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).
<b>7th Grade Informational Writing</b>

Progress Indicator: independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format
7.WI.i1 List Internet search terms for a topic of study.
7.WI.i2 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic or text from print and/or digital sources.
7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
7.WI.i4 Use a standard format to produce citations.
7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
Progress Indicator: analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue
7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.
7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).
7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.
Progress Indicator: selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis
7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.
Progress Indicator: including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice
7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea
7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.
7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
Progress Indicator: drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis
7.WI.n1 Provide a concluding statement or section that follows from and supports the information presented.
Progress Indicator: applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning:

making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited
7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
<b>7th Grade Persuasive Writing</b>
Progress Indicator: using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)
7.WP.i1 Discuss how own view or opinion changes using new information provided by others.
7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.
Progress Indicator: using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view
7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.
7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.
7.WP.j3 List internet search terms for a topic of persuasive writing.
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
7.WP.j5 Describe how the claims within a speaker's argument matches own argument.
7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
7.WP.j7 Use a standard format to produce citations.
Progress Indicator: establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented
7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.
7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.
Progress Indicator: selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience
7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.
7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.
Progress Indicator: utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice

7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition
7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.
Progress Indicator: applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)
7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.
7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
<b>7th Grade Writing Across All Types</b>
7.WA.1 Develop sufficient keyboarding skills.
7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.
7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
7.WA.6 Use phrases and clauses accurately within a sentence.
7.WA.7 Use commas to separate coordinate adjectives.
7.WA.8 Spell words correctly in writing.
7.WA.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.
7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

## 8th Grade English Language Arts Core Content Connectors

### 8th Grade Habits and Dispositions

Progress Indicator: expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)

8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.

Progress Indicator: developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)

8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).

8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).

8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.

8.HD.h4 Identify when irrelevant evidence is introduced within an argument.

Progress Indicator: sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products

8.HD.i1 Use information and feedback to refine understanding.

8.HD.i2 Use feedback from adults and peers to clarify writing.

Progress Indicator: using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)

8.HD.j1 Use information and feedback to clarify meaning for readers.

8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.

### 8th Grade Reading at Word Level

Progress Indicator: using connotations and denotations of words to extend and deepen definitional understanding

8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Progress Indicator: making conceptual connections between known and unknown words, using word structure, word relationships, or context

8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.

8.RWL.g2 Use the relationship between particular words to better understand each of the words.

Progress Indicator: using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)

8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet: pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).

Progress Indicator: integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking



8.RWL.i1 Use general academic and domain specific words and phrases accurately.
Progress Indicator: utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary
8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
Progress Indicator: interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)
8.RWL.k1 Identify irony within a text or media.
8.RWL.k2 Identify a pun within a text or media.
8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
8.RWL.k4 Identify and interpret an analogy within a text.
8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
Progress Indicator: analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)
8.RWL.l1 Analyze how the use of figurative, connotative, or technical terms affects the meaning or tone of text.
<b>8th Grade Reading Informational Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
8.RI.h1 Use a variety of strategies (e.g., use context, affixes, and roots, use reference materials to derive meaning from a variety of print/non-print texts.
Progress Indicator: utilizing knowledge of text structures and genre features to locate, organize, or analyze important information
8.RI.i1 Use signal words as a means of locating information.
8.RI.i2 Use text features as a means of locating information.
8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.
Progress Indicator: using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)
8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
8.RI.j3 Determine two or more central ideas in a text.
8.RI.j4 Analyze the development of the central ideas over the course of the text.
8.RI.j5 Provide/create an objective summary of a text.

8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Progress Indicator: analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole
8.RI.k1 Determine the structure of a text.
8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.
8.RI.k3 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.
8.RI.k4 Identify an argument or claim that the author makes.
8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.
Progress Indicator: comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information
8.RI.l1 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.
<b>8th Grade Reading Literary Text</b>
Progress Indicator: flexibility using strategies to derive meaning from a variety of texts and mediums
8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.
Progress Indicator: using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)
8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.
8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
Progress Indicator: identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme
8.RL.j1 Determine the theme or central idea of a text.
8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.
8.RL.j3 Provide/create an objective summary of a text.
8.RL.j4 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.
Progress Indicator: identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning
8.RL.k1 Identify the use of literary techniques within a text.
8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.
Progress Indicator: analyzing or comparing texts according to text structure, genre features, or author's style or tone
8.RL.l1 Compare and contrast the structure of two or more texts.

8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.
Progress Indicator: evaluating and responding to a range of literature using given criteria
8.RL.m1 Compare and contrast the points of view of different characters in the same text.
8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
8.RL.m3 Compare and contrast content presented in text, media, and live performance.
8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.
<b>8th Grade Literary Writing</b>
Progress Indicator: employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style
8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.
Progress Indicator: setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
Progress Indicator: sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)
8.WL.k1 Organize ideas and events so that they unfold naturally.
8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Progress Indicator: selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response
8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Progress Indicator: refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)
8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.
Progress Indicator: writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about
8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader
8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.

8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).

### 8th Grade Informational Writing

Progress Indicator: independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format

8.WI.i1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources.

8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

8.WI.i3 Use a standard format to produce citations.

8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Progress Indicator: analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue

8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.

8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.

8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.

Progress Indicator: selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis

8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.

Progress Indicator: including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice

8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.

8.WI.l2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).

Progress Indicator: selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea

8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.

8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.

Progress Indicator: drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis

8.WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.

Progress Indicator: applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited
8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
<b>8th Grade Persuasive Writing</b>
Progress Indicator: using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)
8.WP.i1 Discuss how own view or opinion changes using new information provided by others.
8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.
Progress Indicator: using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.
8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.
8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.
8.WP.j4 Use a standard format to produce citations.
Progress Indicator: establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented
8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.
8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.
Progress Indicator: selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience
8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.
8.WP.l2 Use words, phrases, and clauses to link opinions and reasons and to clarify relationship of ideas.
Progress Indicator: utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice

8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition
8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.
Progress Indicator: applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)
8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.
8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
<b>8th Grade Writing Across All Types</b>
8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).
8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.
8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8.WA.4 Use active and passive verbs in writing.
8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.
8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
8.WA.7 Spell words correctly in writing.
8.WA.8 Use active and passive voice in writing to achieve particular effect.
8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.
8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

## 9th-10th Grade English Language Arts Core Content Connectors

### 9th-10th Grade Habits and Dispositions

Progress Indicator: reading grade level texts to accomplish academic or personal goals

910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction, and nonfiction novels.

Progress Indicator: reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)

910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.

910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.

910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

Progress Indicator: identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages

910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

Progress Indicator: tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)

910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.

Progress Indicator: independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)

910.HD.e1 Read challenging grade appropriate texts.

Progress Indicator: interpreting requirements, planning, and persevering through complex/extended literacy tasks

910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.

Progress Indicator: identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)

910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.

Progress Indicator: pursuing interactions/discourse with a widening community of readers and writers

910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.

910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.

910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.

### 9th-10th Grade Reading at Word Level

Progress Indicator: utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking

910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
Progress Indicator: demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking
910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.
Progress Indicator: making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)
910.RWL.c1 Identify the denotation for a known word.
910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.
910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.
Progress Indicator: interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts
910.RWL.d1 Identify an oxymoron in a text.
910.RWL.d2 Interpret figures of speech in context.
910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
910.RWL.d4 Analyze the use of figurative, connotative, or technical terms on the meaning or tone of text.
<b>9th-10th Grade Reading Informational Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.
Progress Indicator: using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
910.RI.b3 Determine the central idea of a text.
910.RI.b4 Determine how the central idea develops.
910.RI.b5 Determine how key details support the development of the central idea of a text.
910.RI.b6 Provide/create an objective summary of a text.



Progress Indicator: analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view
910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.
910.RI.c2 Identify connections between key points.
910.RI.c3 Analyze in detail how an author's ideas or claims are developed.
910.RI.c4 Identify key sentences or paragraphs that support claims.
910.RI.c5 Determine the author's point of view or purpose in a text.
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
Progress Indicator: describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)
910.RI.d1 Identify claims and arguments made by the author.
910.RI.d2 Delineate/trace the authors argument and specific claims.
910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.
Progress Indicator: synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)
910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).
910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.
Progress Indicator: evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)
910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.
910.RI.f2 Assess the validity of the arguments across texts on related topics.
910.RI.f3 Determine the speaker's point of view or purpose in a text
910.RI.f4 Determine what arguments the speaker makes.
910.RI.f5 Evaluate the evidence used to make the argument.
<b>9th-10th Grade Reading Literary Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of texts and mediums
910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.
Progress Indicator: using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)

910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.
910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
Progress Indicator: identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes
910.RL.c1 Determine the theme or central idea of a text.
910.RL.c2 Determine how the theme develops.
910.RL.c3 Determine how key details support the development of the theme of a text.
910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).
910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.
Progress Indicator: recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work
910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.
Progress Indicator: analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria
910.RL.e1 Compare and contrast works from different cultures with a common theme.
910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.
Progress Indicator: analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)
910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>9th-10th Grade Literary Writing</b>
Progress Indicator: employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style
910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.
Progress Indicator: setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)
910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.

910.WL.b2 Engage and orient the reader to the narrator and/or characters.
Progress Indicator: sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)
910.WL.c1 Create a smooth progression of experiences or events.
910.WL.c2 Sequence events so that they build on one another to create a coherent whole.
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
Progress Indicator: selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)
910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme
910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
Progress Indicator: refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)
910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).
Progress Indicator: writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Progress Indicator: applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style
910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.
910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).
<b>9th-10th Grade Informational Writing</b>
Progress Indicator: using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue
910.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.
910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.
910.WI.a3 Use a standard format to produce citations.
910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).

Progress Indicator: organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis
910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples), to support paragraph focus.
910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.
Progress Indicator: developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text
910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
Progress Indicator: including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone
910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.
910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.
Progress Indicator: editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice
910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
910.WI.f2 Strengthen writing by revising and editing.
910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
<b>9th-10th Grade Persuasive Writing</b>
Progress Indicator: using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)
910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.
910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.

Progress Indicator: organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis
910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.
910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.
910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.
910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.
910.WP.b6 Identify evidence for claim(s) and counterclaim(s).
910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.
910.WP.b8 Use a standard format to produce citations.
Progress Indicator: establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience
910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.
910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.
910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
Progress Indicator: utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice
910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing
910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.
Progress Indicator: editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message
9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.
910.WP.f2 Strengthen writing by revising and editing.
<b>9th-10th Grade Writing Across All Types</b>

910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).
910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.
910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.
910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.
910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.
910.WA.7 Spell correctly in writing.
910.WA.8 Write and edit work to conform to guidelines in a style manual.
910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

## 11th-12th Grade English Language Arts Core Content Connectors

### 11th-12th Grade Habits and Dispositions

Progress Indicator: reading grade level texts to accomplish academic or personal goals

1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction, and nonfiction novels.

Progress Indicator: reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)

1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.

1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.

1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.

1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.

Progress Indicator: identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages

1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.

Progress Indicator: tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)

1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.

Progress Indicator: independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)

1112.HD.e1 Independently read challenging grade appropriate texts.

Progress Indicator: interpreting requirements, planning, and persevering through complex/extended literacy tasks

1112.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.

Progress Indicator: identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)

1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.

Progress Indicator: pursuing interactions/discourse with a widening community of readers and writers

1112.HD.h1 Work with peers to promote democratic discussions.

1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.

1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.
<b>11th-12th Grade Reading at Word Level</b>
Progress Indicator: utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking
1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
Progress Indicator: demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking
1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.
1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.
1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic.
Progress Indicator: making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)
1112.RWL.c1 Identify the denotation for a known word.
1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.
1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.
Progress Indicator: interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts
1112.RWL.d1 Identify hyperbole in a text.
1112.RWL.d2 Interpret figures of speech in context.
1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
1112.RWL.d4 Analyze the use of figurative, connotative, or technical terms on the meaning or tone of text.
<b>11th-12th Grade Reading Informational Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of print/non-print texts
1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.
Progress Indicator: using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)
1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.



1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
1112.RI.b3 Determine two or more central ideas of a text.
1112.RI.b4 Determine how the central ideas develop.
1112.RI.b5 Determine how key details support the development of the central idea of a text.
1112.RI.b6 Provide/create an objective summary of a text.
Progress Indicator: analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view
1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.
1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.
1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
Progress Indicator: describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)
1112.RI.d1 Determine the author's point of view or purpose in a text.
1112.RI.d2 Determine what arguments the author makes.
1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness, or beauty of the text.
1112.RI.d4 Identify claims made by the author as being fact or opinion.
1112.RI.d5 Distinguish reliable sources from non-reliable.
1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.
Progress Indicator: synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)
1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).
1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail, address similar central ideas.
Progress Indicator: evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)

1112.RI.f1 Delineate the premises, purposes, argument, and specific claims in two or more texts on related topics.
1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.
1112.RI.f3 Determine the speaker's point of view or purpose in a text.
1112.RI.f4 Determine what arguments the speaker makes.
1112.RI.f5 Evaluate the evidence used to make the speaker's argument.
<b>11th-12th Grade Reading Literary Text</b>
Progress Indicator: flexibly using strategies to derive meaning from a variety of texts and mediums
1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.
Progress Indicator: using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)
1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.
1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.
Progress Indicator: identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes
1112.RL.c1 Determine two or more themes or central ideas of a text.
1112.RL.c2 Determine how the theme develops.
1112.RL.c3 Provide/create an objective summary of a text.
1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.
1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Progress Indicator: recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work
1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
1112.RL.d2 Define satire, sarcasm, irony.
1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.
1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.
Progress Indicator: analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria

1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.
Progress Indicator: analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)
1112.RL.f1 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).
<b>11th-12th Grade Literary Writing</b>
Progress Indicator: employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style
1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.
Progress Indicator: setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)
1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.
1112.WL.b2 Engage and orient the reader to the narrator and/or characters
Progress Indicator: sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)
1112.WL.c1 Create a smooth progression of experiences or events.
1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
Progress Indicator: selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)
1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme
1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
Progress Indicator: refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)
1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).

Progress Indicator: writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)
1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Progress Indicator: applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style
1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.
1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).
<b>11th-12th Grade Informational Writing</b>
Progress Indicator: using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue
1112.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.
1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.
1112.WI.a3 Use a standard format to produce citations.
1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
Progress Indicator: organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis
1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions, and examples) to support paragraph focus.
1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.
1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.
Progress Indicator: developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text
1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.
Progress Indicator: including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone
1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.

1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented
1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.
Progress Indicator: editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone, and voice
1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).
1112.WI.f2 Strengthen writing by revising and editing.
1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
<b>11th-12th Grade Persuasive Writing</b>
Progress Indicator: using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)
1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.
1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.
Progress Indicator: organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis
1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.
1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.
1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.
1112.WP.b4 Use context or related text to establish the significance of the claim(s).
1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.
1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.
1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.
1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.
1112.WP.b9 Use a standard format to produce citations.

Progress Indicator: establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience
1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.
1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.
1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
Progress Indicator: utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice
1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
Progress Indicator: articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.
Progress Indicator: editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message
11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.
1112.WP.f2 Strengthen writing by revising and editing.
<b>11th-12th Grade Writing Across All Types</b>
1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.
1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
1112.WA.4 Use hyphenation conventions.
1112.WA.5 Spell correctly in writing.
1112.WA.6 Vary syntax within writing for effect.
1112.WA.7 Write and edit work to conform to guidelines in a style manual.
1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing .