Georgia English Language Arts

Grade 1

Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. 1.F

I **Phonological Awareness Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.** 1.F.PA

1 Rhyme This standard only applies to kindergarten 1.F.PA.1

2 Words & Sentences This standard only applies to kindergarten 1.F.PA.2

3 Compound Words This standard only applies to kindergarten. 1.F.PA.3

4 Syllables Identify and manipulate syllables in spoken words. 1.F.PA.4

- a Reinforce as appropriate. 1.F.PA.4.A
- b Reinforce as appropriate. 1.F.PA.4.B
- c Reinforce as appropriate. 1.F.PA.4.C
- d Add, delete, and substitute syllables in spoken words. 1.F.PA.4.D

5 Onsets & Rimes Blend and segment onsets and rimes in spoken words. 1.F.PA.5

- a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions. 1.F.PA.5.A
- b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions. 1.F.PA.5.B

6 Phonemic Awareness Identify and manipulate the individual sounds in spoken words. 1.F.PA.6

- a Isolate and pronounce initial, medial, and final sounds in spoken one- syllable words, including words with digraphs and blends. 1.F.PA.6.A
- b Distinguish between short and long vowel sounds in spoken one-syllable words. 1.F.PA.6.B
- c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words. 1.F.PA.6.C
- d Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. 1.F.PA.6.D

II **Concepts of Print This big idea only applies to kindergarten.** 1.F.CP

III **Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.** 1.F.P

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1 Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences. 1.F.P.1

a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs. 1.F.P.1.A

b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs. 1.F.P.1.B

2 Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation. 1.F.P.2

a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC), including high-frequency words. 1.F.P.2.A

b Identify and decode parts of irregularly spelled words, including high-frequency words. 1.F.P.2.B

c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CVVC, CCVCC). 1.F.P.2.C

d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types. 1.F.P.2.D

e This progression ends in kindergarten. 1.F.P.2.E

3 Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation. 1.F.P.3

a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words. 1.F.P.3.A

b Identify and encode irregularly spelled words, including high-frequency words. 1.F.P.3.B

c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC). 1.F.P.3.C

d Encode two-syllable words with basic patterns by applying knowledge of basic syllable types. 1.F.P.3.D

4 Decoding & Encoding with Phonics This progression begins in 3rd grade. 1.F.P.4

IV Fluency Students read text aloud or silently with speed, accuracy, and expression. 1.F.F

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1 Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency while reading texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. 1.F.F.1

a Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity. 1.F.F.1.A

b Read a wide range of grade-level texts aloud with increasing accuracy. 1.F.F.1.B

c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding. 1.F.F.1.C

d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary. 1.F.F.1.D

V **Handwriting Students develop print handwriting skills.** 1.F.H

1 Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print. 1.F.H.1

a Form all uppercase and lowercase letters and words with accuracy and consistency. 1.F.H.1.A

b Form words with accuracy and consistency. 1.F.H.1.B

c Use appropriate spacing between letters, words, and sentences across lines on a page. 1.F.H.1.C

2 Transcription & Handwriting Fluency Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately. 1.F.H.2

a Perform basic transcription skills. 1.F.H.2.A

b Build handwriting fluency by forming accurate letters and words with increasing speed. 1.F.H.2.B

3 Read Cursive This progression begins in 3rd grade. 1.F.H.3

4 Write Cursive This progression begins in 3rd grade. 1.F.H.4

Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 1.P

I **Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.** 1.P.EICC

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1. Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. 1.P.EICC.1
    a. Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C) 1.P.EICC.1.A
    b. Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C) 1.P.EICC.1.B
    c. Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C) 1.P.EICC.1.C
    d. Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C) 1.P.EICC.1.D
    e. Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C) 1.P.EICC.1.E
    f. Develop independence and autonomy as a reader and writer. (I/C) 1.P.EICC.1.F
2. Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. 1.P.EICC.2
    a. Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C) 1.P.EICC.2.A
    b. Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C) 1.P.EICC.2.B
    c. Explain and learn concepts and processes by interpreting and constructing texts. (I/C) 1.P.EICC.2.C
    d. Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C) 1.P.EICC.2.D
    e. Consume and produce texts in order to solve problems or influence decisions. (I/C) 1.P.EICC.2.E

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3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process. 1.P.EICC.3

a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I) 1.P.EICC.3.A

b Scan and skim the text, making note of structures and sections that might be most useful. (I) 1.P.EICC.3.B

c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I) 1.P.EICC.3.C

d Summarize and visualize sections of the text to maintain understanding. (I) 1.P.EICC.3.D

e Make and track predictions about the events and information likely to come next. (I) 1.P.EICC.3.E

f Make, track, and support inferences about different levels of meaning within the text. (I) 1.P.EICC.3.F

g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I) 1.P.EICC.3.G

4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. 1.P.EICC.4

a Establish a purpose and goals for writing and identify a target audience. (C) 1.P.EICC.4.A

b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C) 1.P.EICC.4.B

c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C) 1.P.EICC.4.C

d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C) 1.P.EICC.4.D

e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C) 1.P.EICC.4.E

f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C) 1.P.EICC.4.F

g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C) 1.P.EICC.4.G

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h Edit the text, ensuring it adheres to the conventions of written language. (C) 1.P.EICC.4.H

II **Situating Texts Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.** 1.P.ST

1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. 1.P.ST.1

a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C) 1.P.ST.1.A

b Consider how context impacts the purposes of the author and the audience. (I/C) 1.P.ST.1.B

c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C) 1.P.ST.1.C

2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose. 1.P.ST.2

a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C) 1.P.ST.2.A

b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C) 1.P.ST.2.B

c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C) 1.P.ST.2.C

III **Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.** 1.P.AC

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1. Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. 1.P.AC.1
    a. Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) 1.P.AC.1.A
    b. Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C) 1.P.AC.1.B
    c. Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C) 1.P.AC.1.C
    d. Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) 1.P.AC.1.D
2. Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. 1.P.AC.2
    a. Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C) 1.P.AC.2.A
    b. Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C) 1.P.AC.2.B
    c. Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C) 1.P.AC.2.C
    d. Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C) 1.P.AC.2.D
3. Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. 1.P.AC.3
    a. Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C) 1.P.AC.3.A
    b. Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C) 1.P.AC.3.B
    c. Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C) 1.P.AC.3.C
    d. Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C) 1.P.AC.3.D

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IV **Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.** 1.P.CP

1 Collaboration Collaborate with others to accomplish shared goals and projects. 1.P.CP.1

a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C) 1.P.CP.1.A

b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C) 1.P.CP.1.B

c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C) 1.P.CP.1.C

d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C) 1.P.CP.1.D

2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes. 1.P.CP.2

a Communicate clearly to present ideas, information, and texts. (I/C) 1.P.CP.2.A

b Integrate modes and genres most appropriate to purpose and audience. (I/C) 1.P.CP.2.B

c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C) 1.P.CP.2.C

d Engage in dialogue with audiences by asking and answering questions. (I/C) 1.P.CP.2.D

e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C) 1.P.CP.2.E

Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. 1.L

I **Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.** 1.L.GC

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1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension of texts and to communicate clearly in written and spoken language. 1.L.GC.1

- 5 Grammar: Form regular plural nouns by adding -s or -es. (Master) 1.L.GC.1.5
- 6 Grammar: Form and use verbs by adding -ing, -ed, or -s. (Master) 1.L.GC.1.6
- 7 Grammar: Use action verbs. (Master) 1.L.GC.1.7
- 8 Grammar: Use adjectives and adverbs. (Continue) 1.L.GC.1.8
- 9 Grammar: Use common and proper nouns. (Continue) 1.L.GC.1.9
- 10 Grammar: Form and use the simple verb tenses. (Continue) 1.L.GC.1.10
- 11 Usage: Use determiners (articles, possessive determiners, demonstrative adjectives). (Continue) 1.L.GC.1.11
- 12 Mechanics: Capitalize proper nouns. (Continue) 1.L.GC.1.12
- 13 Mechanics: Use periods, exclamation marks, and question marks at the end of sentences. (Continue) 1.L.GC.1.13
- 14 Grammar: Form plural nouns by changing -y to -ies. (Introduce) 1.L.GC.1.14
- 15 Grammar: Use personal pronouns (subject, object, and possessive). (Introduce) 1.L.GC.1.15
- 16 Grammar: Use frequently occurring prepositions. (Introduce) 1.L.GC.1.16
- 17 Mechanics: Use commas to separate items in a series and to format dates, addresses, salutations, and closings. (Introduce) 1.L.GC.1.17
- 18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Introduce) 1.L.GC.1.18
- 19 Grammar: Form and use irregular plural nouns. (Introduce) 1.L.GC.1.19
- 20 Grammar: Form and use the past tense of irregular verbs. (Introduce) 1.L.GC.1.20
- 21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Introduce) 1.L.GC.1.21

2 Syntax Recognize and compose coherent sentences that express complete thoughts. 1.L.GC.2

- a Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory). (I) 1.L.GC.2.A
- b Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts. (C) 1.L.GC.2.B
- c Use singular and plural subjects with matching verbs. (C) 1.L.GC.2.C
- d With adult support, use adjectives or adverbs to add details or clarify meaning. (C) 1.L.GC.2.D
- e This progression begins in 9th grade. 1.L.GC.2.E

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II **Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.** 1.L.V

1 General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings. 1.L.V.1

a Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I) 1.L.V.1.A

b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. (C) 1.L.V.1.B

2 Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning. 1.L.V.2

a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking). (I) 1.L.V.2.A

b This progression begins in 3rd grade. 1.L.V.2.B

c Construct words using frequently occurring root words and inflectional endings. (C) 1.L.V.2.C

d This progression begins in 6th grade. 1.L.V.2.D

3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. 1.L.V.3

a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. (I) 1.L.V.3.A

b Identify the relationship between words and their synonyms and antonyms. (I) 1.L.V.3.B

c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance). (I) 1.L.V.3.C

d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases. (I) 1.L.V.3.D

e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. (C) 1.L.V.3.E

Texts (T) Students grow in their learning as they purposefully engage with texts. 1.T

I **Context Students explore the relationships and roles of authors, purposes, and audiences of texts.** 1.T.C

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1 Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience. 1.T.C.1

a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts. (I) 1.T.C.1.A

b Identify different modes of communication: print, digital, auditory, and visual. (I) 1.T.C.1.B

c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual). (C) 1.T.C.1.C

2 Authors & Speakers Investigate the relationships between authors and speakers in texts. 1.T.C.2

a Identify who is speaking or telling the story at various points in a text. (I) 1.T.C.2.A

b This progression begins in 6th grade. 1.T.C.2.B

c This progression begins in 3rd grade. 1.T.C.2.C

d This progression begins in 6th grade. 1.T.C.2.D

II **Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.** 1.T.SS

1 Organization Identify and use organizational structures to craft meaning. 1.T.SS.1

a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts. (I) 1.T.SS.1.A

b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts. (C) 1.T.SS.1.B

c Use transition words or phrases, such as once upon a time, next, and last, to sequence events and actions. (C) 1.T.SS.1.C

d This progression begins in 3rd grade. 1.T.SS.1.D

2 Craft Identify and use descriptive and engaging language. 1.T.SS.2

a Identify and explain the use of descriptive words in texts. (I) 1.T.SS.2.A

b Use descriptive words to craft engaging texts. (C) 1.T.SS.2.B

c This progression begins in 6th grade. 1.T.SS.2.C

III **Techniques Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.** 1.T.T

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1 Narrative Techniques Identify and use narrative techniques to shape understanding. 1.T.T.1

a Identify techniques used to craft stories, including characters, setting, major events, and dialogue. (I) 1.T.T.1.A

b Identify a simple plot with a problem and solution. (I) 1.T.T.1.B

c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story. (I) 1.T.T.1.C

d With adult support, compare and contrast characters and their experiences in stories across diverse cultures. (I) 1.T.T.1.D

e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure. (C) 1.T.T.1.E

2 Expository Techniques Identify and use expository techniques to shape understanding. 1.T.T.2

a Identify techniques used to craft expository texts, including main topic and supporting details. (I) 1.T.T.2.A

b Describe the connection between two individuals, events, ideas, or pieces of information in a text. (I) 1.T.T.2.B

c This progression begins in 3rd grade. 1.T.T.2.C

d Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure. (C) 1.T.T.2.D

3 Opinion Techniques Identify and use opinion techniques to shape understanding. 1.T.T.3

a Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons. (I) 1.T.T.3.A

b This progression begins in 9th grade. 1.T.T.3.B

c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words and and because. (C) 1.T.T.3.C

d This progression begins in 9th grade. 1.T.T.3.D

4 Poetic Techniques Identify and use poetic techniques to shape understanding. 1.T.T.4

a Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines. (I) 1.T.T.4.A

b Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme. (C) 1.T.T.4.B

IV **Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.** 1.T.RA

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1. Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic. 1.T.RA.1
    a. Ask questions about topics of interest for research. (I) 1.T.RA.1.A
    b. Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids. (I) 1.T.RA.1.B
    c. Share relevant and accurate information through a variety of different modes. (C) 1.T.RA.1.C
2. Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics. 1.T.RA.2
    a. Refer to parts of texts when supporting an idea, answer, or opinion. (I) 1.T.RA.2.A
    b. Explore various sources of information, including print, digital, and personal communication. (I) 1.T.RA.2.B
    c. This progression begins in 5th grade. 1.T.RA.2.C