Washington English Language Arts

All Grades: K-12

Kindergarten ELA.K

R Reading ELA.K.R

1 Students know and apply the basic features of print and how it is organized. ELA.K.R.1

- a Distinguish drawings from letters and words in a print-rich environment. ELA.K.R.1.A
- b Follow a text from top to bottom, left to right, and page by page. ELA.K.R.1.B
- c Identify front and back covers, titles, and the title page of printed books. ELA.K.R.1.C
- d Tell how the text/visual features represent and/or add to the written text's meaning. ELA.K.R.1.D

2 Students demonstrate how sounds, syllables, words, and pauses function in spoken language (phonological awareness). ELA.K.R.2

- a Recognize, pronounce, separate, blend, and count the syllables in spoken words. ELA.K.R.2.A
- b Recognize, isolate, and/or blend initial, medial, and final sounds in CVC words. ELA.K.R.2.B
- c Blend and segment onsets and rimes of single syllable spoken words. ELA.K.R.2.C
- d Recognize and produce rhyming words. ELA.K.R.2.D
- e Recognize and produce words with the same initial sound (alliteration). ELA.K.R.2.E
- f Add and/or substitute individual spoken sounds (phonemes) in simple words to form new words. ELA.K.R.2.F
- g Identify and separate individual words within spoken phrases and sentences. ELA.K.R.2.G

Skip to main content

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.K.R.3

- a Recognize and name all lower- and uppercase letters. ELA.K.R.3.A
- b Produce the corresponding sound for each consonant and each short vowel. ELA.K.R.3.B
- c Produce the short vowel sounds with common CVC spellings in closed syllables. ELA.K.R.3.C
- d Decode simple CVC words using letter sound correspondence (e.g., “bat,” “log”). ELA.K.R.3.D
- e Recognize and read common high frequency words (e.g., “me,” “the,” “go,” “is”). ELA.K.R.3.E
- f Read simple decodable sentences with emerging fluency. ELA.K.R.3.F

4 Students comprehend and interpret texts during shared reading, read aloud, and independent reading, using knowledge of print, language, and text features to make meaning. ELA.K.R.4

- a Preview the text by noting author, illustrator, title, and images. ELA.K.R.4.A
- b Use personal connections to make meaning of the text. ELA.K.R.4.B
- c Make and rvise predictions before and during a read aloud. ELA.K.R.4.C
- d Ask and answer questions about a text’s topic, characters, setting, and/ or major events. ELA.K.R.4.D
- e Tell how pictures and words help readers understand emotions, characters, actions, places, or information. ELA.K.R.4.E
- f Retell familiar stories in their own words and/or say what they learned from a text. ELA.K.R.4.F

5 Students analyze texts by making connections between texts, authors, readers, and the world. ELA.K.R.5

- a Tell what pictures or words in a text make them think, feel, or wonder. ELA.K.R.5.A
- b Tell what a story is mostly about and make a personal connection to it. ELA.K.R.5.B
- c Compare and/or contrast characters, settings, or key ideas in two or more texts. ELA.K.R.5.C

W Writing ELA.K.W

Skip to main content

1 Students compose multimodal texts through shared and indepedent writing activities in a variety of genres for a variety of purposes. ELA.K.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.K.W.1.A
- b Compose in order to inform others about their observations and explanations of the world. ELA.K.W.1.B
- c Compose in order to express their opinions and/or preferences. ELA.K.W.1.C
- d Compose in order to tell the story of a single event or several loosely connected events. ELA.K.W.1.D

2 Students plan and complete shared and independent writing projects. ELA.K.W.2

- a Connect the task to their interests or experiences. ELA.K.W.2.A
- b Recognize that writing shares ideas with a reader or listener. ELA.K.W.2.B
- c Identify steps to complete the project or task. ELA.K.W.2.C

3 Students draft content, using tools effectively. ELA.K.W.3

- a Identify topics and generate ideas. ELA.K.W.3.A
- b Tell information about a single topic. ELA.K.W.3.B
- c Tell an opinion and/or preference. ELA.K.W.3.C
- d Use language to persuade others with feelings and reasons. ELA.K.W.3.D
- e Tell story events in order. ELA.K.W.3.E
- f Add labels to drawings and diagrams. ELA.K.W.3.F

5 Students discuss their writings or drawings with others. ELA.K.W.5

6 Students share and publish compositions for known and trusted audiences. ELA.K.W.6

SLDF Speaking, Listening, and Digital Forums ELA.K.SLDF

1 Students listen, respond respectfully, and contribute during discussions. ELA.K.SLDF.1

- a Identify expectations for engaging with and including other participants. ELA.K.SLDF.1.A
- b Use words and phrases that describe the people, places, things, events, information, and emotions they are referring to with details. ELA.K.SLDF.1.B
- c Draw on experience, observation, and prior learning to answer questions. ELA.K.SLDF.1.C
- d Connect statements to others' contributions to propel conversation. ELA.K.SLDF.1.D
- e Identify when clarification is needed for something they did not understand and/or restate what they heard others say. ELA.K.SLDF.1.E
- f Answer questions to clarify something others did not understand. ELA.K.SLDF.1.F

Skip to main content

2 Students collaborate on projects and tasks. ELA.K.SLDF.2

a Identify expectations, changing them when needed. ELA.K.SLDF.2.A

b Contribute towards the shared goal. ELA.K.SLDF.2.B

c Communicate to support the group and/or deal with concerns. ELA.K.SLDF.2.C

3 Students express experiences, positions, ideas, findings, and creative work. ELA.K.SLDF.3

a Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.K.W.1. ELA.K.SLDF.3.A

b Develop content by considering what they want to communicate within the situation. ELA.K.SLDF.3.B

c Use images and/or multimedia artifacts in presentations to clarify content. ELA.K.SLDF.3.C

4 Students determine how to present themselves and their ideas in different contexts. ELA.K.SLDF.4

a Share their thoughts, feelings, and ideas using words, actions, or other communication that reflects who they are. ELA.K.SLDF.4.A

b Determine what they want or do not want to share and why. ELA.K.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content. ELA.K.SLDF.5

L Language ELA.K.L

1 Students notice when and why language is used differently at school, at home, and with peers. ELA.K.L.1

a Notice that people may use different words or ways of speaking in different settings. ELA.K.L.1.A

b Identify words or phrases used at school, at home, or with peers. ELA.K.L.1.B

2 Students produce and expand sentences in conversations and writing about experiences, events, and ideas. ELA.K.L.2

a Produce simple complete sentences. ELA.K.L.2.A

b Expand sentences by adding details or information. ELA.K.L.2.B

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. ELA.K.L.3

a Use context, conversation, visuals, and questions to clarify the meaning of unfamiliar words and phrases. ELA.K.L.3.A

b Understand and use high-frequency nouns, verbs, prepositions, and question words. ELA.K.L.3.B

c Form regular plural nouns orally. ELA.K.L.3.C

Skip to main content

4 Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.K.L.4

- a Sort common objects into categories to identify connections between words and their meanings. ELA.K.L.4.A
- b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ELA.K.L.4.B
- c Distinguish and express shades of meaning among verbs with descriptions or movements. ELA.K.L.4.C

5 Students develop foundational writing skills to record their ideas using letters, words, and sentences. ELA.K.L.5

- a Form lower- and uppercase letters legibly and write with appropriate spacing. ELA.K.L.5.A
- b Spell words using sound-letter correspondences. ELA.K.L.5.B
- c Capitalize sentence beginnings and the pronoun I. ELA.K.L.5.C
- d Use a period or question mark to end simple sentences. ELA.K.L.5.D
- e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.K.L.5.E

RML Research and Media Literacy ELA.K.RML

1 Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively. ELA.K.RML.1

- a Ask questions about a provided topic or things that make them curious. ELA.K.RML.1.A
- b Generate ideas for where they might find answers to their questions, including by talking to people about the topic. ELA.K.RML.1.B
- c Explore a variety of information sources on a single topic. ELA.K.RML.1.C
- d Identify information that answers their questions. ELA.K.RML.1.D
- e Use and/or share new learning. ELA.K.RML.1.E

Grade 1 ELA.1

R Reading ELA.1.R

Skip to main content

1 Students know and apply the basic features of print and how it is organized. ELA.1.R.1

- a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ELA.1.R.1.A
- b Recognize that spoken words are represented by specific sequences of letters in print. ELA.1.R.1.B
- c Recognize that words are separated by spaces in print. ELA.1.R.1.C
- d Tell how the text/visual features represent and/or add to the written text's meaning. ELA.1.R.1.D

2 Students demonstrate how sounds, syllables, words, and pauses function in spoken language (phonological awareness). ELA.1.R.2

- a Recognize, segment, blend, and count the syllables in spoken words. ELA.1.R.2.A
- b Recognize, isolate, and blend initial, medial, and final sounds (phonemes) in spoken single-syllable words. ELA.1.R.2.B
- c Orally produce single-syllable words by blending individual sounds (phonemes), including consonant blends. ELA.1.R.2.C
- d Add, delete, or substitute individual sounds (phonemes) in simple words to form new words. ELA.1.R.2.D

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.1.R.3

- a Produce the sounds for short and long vowels, consonants, and use them to decode regularly spelled one-syllable words. ELA.1.R.3.A
- b Know the spelling sound-correspondence for common consonant digraphs (e.g., “ch,” “sh,” "th," "wh"). ELA.1.R.3.B
- c Recognize and apply knowledge of silent -e (CVCe) and common vowel team (CVVC) patterns for representing long vowel sounds (e.g., “cake,” “boat”). ELA.1.R.3.C
- d Recognize and apply the understanding that every syllable must have a vowel sound. ELA.1.R.3.D
- e Decode regularly spelled two-syllable words by breaking them into syllables and applying known spelling patterns (e.g., “robin”). ELA.1.R.3.E
- f Add, delete, or substitute letters and common spelling patterns (word families) to form new words and demonstrate how patterns change pronunciation or meaning. ELA.1.R.3.F
- g Read words with inflectional endings (e.g., “-s,” “-ed,” “-ing”). ELA.1.R.3.G
- h Recognize and read irregularly spelled high frequency words (e.g., “said,” “was”) with increased accuracy and automaticity. ELA.1.R.3.H
- i Read simple sentences and short paragraphs with increasing fluency (accuracy, rate, and expression), using self-monitoring to notice and correct errors. ELA.1.R.3.I

Skip to main content

4 Students comprehend and interpret texts during shared reading, read aloud, and independent reading, using knowledge of print, language, and text features to make meaning. ELA.1.R.4

- a Preview the text by noting author, illustrator, title, topic, genre, and images. ELA.1.R.4.A
- b Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.1.R.4.B
- c Make predictions and check them against what is in the text. ELA.1.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.1.R.4.D
- e Ask and answer questions about the topic and key details in a text. ELA.1.R.4.E
- f Describe a story's characters, setting, and major events. ELA.1.R.4.F
- g Retell familiar stories in their own words and/or say what they learned from a text. ELA.1.R.4.G

5 Students analyze texts by making connections between texts, authors, readers, and the world. ELA.1.R.5

- a Describe what words or images in a text make them think, feel, or wonder. ELA.1.R.5.A
- b Tell the main idea or lesson in a text and make a personal connection to it. ELA.1.R.5.B
- c Compare and contrast the narrators, characters, settings, plots, and/or ideas in two or more texts. ELA.1.R.5.C

W Writing ELA.1.W

1 Students compose multimodal texts through shared and indepedent writing activities in a variety of genres for a variety of purposes. ELA.1.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.1.W.1.A
- b Compose in order to inform others about their observations and explanations of the world. ELA.1.W.1.B
- c Compose in order to express their opinions and/or preferences. ELA.1.W.1.C
- d Compose in order to persuade others. ELA.1.W.1.D
- e Compose in order to tell the story of two or more sequenced events. ELA.1.W.1.E

2 Students plan and complete shared and independent writing projects. ELA.1.W.2

- a Connect the task to their interests, experiences, or topics they know about. ELA.1.W.2.A
- b Recognize that writing shares ideas with specific readers or listeners. ELA.1.W.2.B
- c Identify and sequence steps to complete the writing project or task. ELA.1.W.2.C

Skip to main content

3 Students draft content, using tools effectively. ELA.1.W.3

- a Identify topics and generate ideas. ELA.1.W.3.A
- b Gather ideas and select material from group research, images, and/or multimedia artifacts that illustrate and support their ideas. ELA.1.W.3.B
- c Identify features and/or genre conventions from mentor texts. ELA.1.W.3.C
- d Tell information about a single topic. ELA.1.W.3.D
- e Compare and contrast information within a topic. ELA.1.W.3.E
- f State a detail about an opinion and/or preference. ELA.1.W.3.F
- g Use language to persuade others with feelings and reasons. ELA.1.W.3.G
- h Tell events in stories in squence, using details and temporal words to signal order. ELA.1.W.3.H
- i Add labels to drawings and diagrams. ELA.1.W.3.I

4 Students organize content across genres. ELA.1.W.4

- a Name topics to introduce them. ELA.1.W.4.A
- b Group or sequence related content. ELA.1.W.4.B
- c Provide a sense of closure. ELA.1.W.4.C

5 Students discuss, revise, and/or edit their compositions. ELA.1.W.5

- a Re-read writing to decide if it makes sense. ELA.1.W.5.A
- b Engage with an adult or peer for feedback about their compositions. ELA.1.W.5.B
- c Add, remove, or change words, details, and/or pictures to better communicate and represent meaning. ELA.1.W.5.C
- d Edit for mechanics and conventions. [Demonstrate command of Language standards in grades K–1.] ELA.1.W.5.D

6 Students share and publish compositions for known and trusted audiences. ELA.1.W.6

SLDF **Speaking, Listening, and Digital Forums** ELA.1.SLDF

Skip to main content

1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.1.SLDF.1

- a Identify expectations for engaging with and including other participants. ELA.1.SLDF.1.A
- b Describe the people, places, things, events, information, and emotions they are referring to with relevant details. ELA.1.SLDF.1.B
- c Draw on experience, observation, and prior learning to answer questions. ELA.1.SLDF.1.C
- d Connect statements to others' contributions to develop common understanding and propel conversation. ELA.1.SLDF.1.D
- e Identify when clarification is needed for something they did not understand and/or restate what they heard others say. ELA.1.SLDF.1.E
- f Answer questions to clarify something others did not understand, including the meaning of words and phrases used in discussion. ELA.1.SLDF.1.F

2 Students collaborate on projects and tasks. ELA.1.SLDF.2

- a Describe expectations, changing them when needed. ELA.1.SLDF.2.A
- b Contribute towards the shared goal. ELA.1.SLDF.2.B
- c Communicate to support the group and/or deal with concerns. ELA.1.SLDF.2.C

3 Students express experience, positions, ideas, findings, and creative work. ELA.1.SLDF.3

- a Identify topics from the situation, experience, imagination, reading, group research, media, conversations, and/or products from ELA.1.W.1. ELA.1.SLDF.3.A
- b Develop content by considering what they want to communicate within the situation. ELA.1.SLDF.3.B
- c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.1.SLDF.3.C

4 Students determine how to present themselves and their ideas in different contexts. ELA.1.SLDF.4

- a Express a distinct voice through word choice by drawing on their strengths, thoughts, and feelings. ELA.1.SLDF.4.A
- b Determine what they want or do not want to share and why. ELA.1.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content. ELA.1.SLDF.5

L Language ELA.1.L

Skip to main content

1 Students notice when and why language is used differently at school, at home, and with peers. ELA.1.L.1

a Compare words and ways of speaking used at school, at home, and with peers. ELA.1.L.1.A

b Identify language that fits different situations or audiences. ELA.1.L.1.B

2 Students produce and expand sentences in conversations and writing about experiences, events, and ideas. ELA.1.L.2

a Expand sentences by adding details that clarify meaning. ELA.1.L.2.A

b Use singular and plural nouns with matching verbs in sentences. ELA.1.L.2.B

c Use verbs to communicate past, present, and future. ELA.1.L.2.C

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. ELA.1.L.3

a Use context, questions, roots, and affixes to clarify the meaning of unfamiliar words and phrases. ELA.1.L.3.A

b Use common, proper, and possessive nouns and personal, possessive, and indefinite pronouns. ELA.1.L.3.B

c Understand and use high-frequency adjectives, prepositions, conjunctions, and determiners. ELA.1.L.3.C

4 Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.1.L.4

a Sort common objects into categories to identify connections between words and their meanings. ELA.1.L.4.A

b Sort and define words by category and key attributes. ELA.1.L.4.B

c Distinguish and express shades of meaning among verbs and adjectives that differ in manner or intensity. ELA.1.L.4.C

5 Students develop foundational writing skills to record their ideas using letters, words, and sentences. ELA.1.L.5

a Form all lower- and upper-case letters legibly and write with appropriate spacing. ELA.1.L.5.A

b Spell words using sound-letter correspondences, common spelling patterns, and taught phonics patterns. ELA.1.L.5.B

c Spell one-syllable and high frequency words, including irregularly spelled words with increasing accuracy. ELA.1.L.5.C

d Capitalize sentence beginnings, the pronoun I, and names of people and places. ELA.1.L.5.D

e Use periods, exclamation points, and question marks to end complete sentences. ELA.1.L.5.E

Skip to main content

f Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.1.L.5.F

RML **Research and Media Literacy** ELA.1.RML

1. Students engage in research and inquiry by asking questions and seeking answers from provided information sources, independently and collaboratively. ELA.1.RML.1
   - a Ask questions about a provided topic or things that make them curious. ELA.1.RML.1.A
   - b Generate ideas for where they might find answers to their questions, including by talking to people about the topic. ELA.1.RML.1.B
   - c Identify a variety of information sources and where to find them, including by exploring libraries. ELA.1.RML.1.C
   - d Contribute suggestions when adults use digital search tools. ELA.1.RML.1.D
   - e Identify information that does and does not answer their questions. ELA.1.RML.1.E
   - f Use and/or share new learning. ELA.1.RML.1.F
2. Students identify reactions to media messages. ELA.1.RML.2
   - a Identify differences between ways in which people react to media messages. ELA.1.RML.2.A
   - b Identify how media messages make them feel. ELA.1.RML.2.B
3. Students identify the purposes of media messages. ELA.1.RML.3
   - a Identify media messages that are selling something and media messages that are just for fun. ELA.1.RML.3.A
4. Students identify characteristics of different parts of media messages. ELA.1.RML.4
   - a Identify facts and opinions within media messages. ELA.1.RML.4.A
   - b Identify what's realistic and what's pretend within media messages. ELA.1.RML.4.B
   - c Describe images within media messages. ELA.1.RML.4.C
5. Students identify people who create media messages. ELA.1.RML.5
   - a Identify people who are experts on a particular topic. ELA.1.RML.5.A

Grade 2 ELA.2

R **Reading** ELA.2.R

1. Students know and apply the basic features of print and how it is organized. ELA.2.R.1
   - a Recognize the distinguishing features of a paragraph. (e.g., indentation, capitalization, spacing, punctuation). ELA.2.R.1.A
   - b Recognize the basic features of dialogue. ELA.2.R.1.B
   - c Recognize that text/visual features represent and/or add to the written text's meaning. ELA.2.R.1.C

Skip to main content

2 Students demonstrate phonemic awareness to support decoding, spelling, and word recognition. ELA.2.R.2

- a Segment, blend, and manipulate syllables and individual sounds (phonemes) in spoken and printed words to form new words. ELA.2.R.2.A
- b Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken and printed words. ELA.2.R.2.B
- c Produce words by blending individual sounds (phonemes), including consonant blends, digraphs, and common vowel teams. ELA.2.R.2.C

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.2.R.3

- a Know letter-sound correspondences including consonant digraphs, dipthongs, and common vowel teams (e.g., "ai," "oa," "ou," “oi,” “ue”). ELA.2.R.3.A
- b Distinguish long and short vowel sounds in regularly spelled one-syllable words. ELA.2.R.3.B
- c Use common syllable types (open, closed, silent -e, vowel team, r- controlled, consonant-le) to decode words. ELA.2.R.3.C
- d Decode multisyllabic words by breaking them into syllables (e.g., VC/CV, “nap/kin”; V/CV, “ro/bot”). ELA.2.R.3.D
- e Decode words with common roots, prefixes and suffixes (e.g., “re-,“ “un-,“ “-ful,” "-less," "-ly"). ELA.2.R.3.E
- f Identify words with inconsistent but common spelling sound correspondences (e.g., “does,” “busy,” "again"). ELA.2.R.3.F
- g Add, delete, or substitute syllables, prefixes, or suffixes to form new words. ELA.2.R.3.G
- h Decode common contractions and compound words. ELA.2.R.3.H
- i Read high frequency and irregularly spelled words by sight with increasing accuracy and automaticity. ELA.2.R.3.I
- j Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. ELA.2.R.3.J

Skip to main content

4 Students comprehend and interpret texts using knowledge of print, language, and text features to make meaning. ELA.2.R.4

- a Describe their purpose for reading and preview the text. ELA.2.R.4.A
- b Use personal connections and content knowledge to visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.2.R.4.B
- c Use prior knowledge to make connections and predictions, revising them based on what is in the text. ELA.2.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.2.R.4.D
- e Explain how specific pictures or words help readers understand the text (e.g. emotions, characters, actions, information, or ideas). ELA.2.R.4.E
- f Ask and answer questions about a text, referring to key details in the text. ELA.2.R.4.F
- g Describe a story's characters, setting, and major events, including how characters respond to major events and challenges. ELA.2.R.4.G
- h Retell a story in their own words and/or say what they learned from a text. ELA.2.R.4.H

5 Students analyze texts by making connections between texts, authors, readers, and the world. ELA.2.R.5

- a Describe what words or images in a text make them think, feel, or want to act. ELA.2.R.5.A
- b Describe the central message, main idea, moral, or lesson in a text and how it connects to their own experiences and understandings. ELA.2.R.5.B
- c Compare and contrast the narrators, characters, settings, plots, and/or ideas/information in two or more texts. ELA.2.R.5.C

W Writing ELA.2.W

1 Students compose multimodal texts in a variety of genres for a variety of purposes. ELA.2.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.2.W.1.A
- b Compose in order to inform others about their knowledge, observations, and explanations of the world. ELA.2.W.1.B
- c Compose in order to express their opinions and/or preferences. ELA.2.W.1.C
- d Compose in order to persuade others to consider new options. ELA.2.W.1.D
- e Compose in order to tell stories and narratives with a clear sequence of events. ELA.2.W.1.E

2 Students plan and complete writing projects. ELA.2.W.2

- a Connect the task to their interests, experiences, or relevant topics. ELA.2.W.2.A
- b Consider purpose and audience when planning writing. ELA.2.W.2.B
- c Sequence and organize steps to complete a writing project or task. ELA.2.W.2.C

Skip to main content

3 Students draft content within the genre, using tools effectively. ELA.2.W.3

- a Generate topics and ideas. ELA.2.W.3.A
- b Gather ideas and select material from research, images, and/or multimedia artifacts that illustrate and support their ideas. ELA.2.W.3.B
- c Identify text/visual features, formatting, and/or genre conventions noticed in mentor texts. ELA.2.W.3.C
- d Develop descriptions using sensory details. ELA.2.W.3.D
- e State facts, definitions, and examples to develop points and ideas within a topic. ELA.2.W.3.E
- f Compare and contrast information within a topic. ELA.2.W.3.F
- g Provide details about an opinion and/or preference, using linking words. ELA.2.W.3.G
- h Use language to persuade others with feelings, reasons, and examples. ELA.2.W.3.H
- i Tell events in stories in order, using temporal words to signal order and details to elaborate, describing actions, thoughts, and feelings. ELA.2.W.3.I

4 Students organize content across genres. ELA.2.W.4

- a Introduce topics. ELA.2.W.4.A
- b Group or sequence related content. ELA.2.W.4.B
- c Provide a sense of closure. ELA.2.W.4.C

5 Students discuss, revise, and/or edit their compositions. ELA.2.W.5

- a Re-read the draft to decide if it makes sense. ELA.2.W.5.A
- b Engage with an adult or peer for feedback about their compositions. ELA.2.W.5.B
- c Add, remove, or change words, details, and/or pictures to better communicate and represent meaning. ELA.2.W.5.C
- d Edit for mechanics, conventions, and consistency of text/visual features. [Demonstrate command of Language standards in grades K–2.] ELA.2.W.5.D

6 Students share and publish compositions for known and trusted audiences. ELA.2.W.6

SLDF Speaking, Listening, and Digital Forums ELA.2.SLDF

Skip to main content

1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.2.SLDF.1

- a Describe expectations for engaging with and including other participants. ELA.2.SLDF.1.A
- b Describe the people, places, things, events, information, and emotions they are referring to with relevant details. ELA.2.SLDF.1.B
- c Draw on experience, observation, and prior learning to contribute. ELA.2.SLDF.1.C
- d Connect statements to others' contributions to develop common understanding, build community, and propel conversation. ELA.2.SLDF.1.D
- e Ask for clarification or more information and/or explain what they understood. ELA.2.SLDF.1.E
- f Answer questions to clarify something others did not understand, including the meaning of words and phrases used in discussion. ELA.2.SLDF.1.F
- g Identify points of agreement or disagreement from the discussion. ELA.2.SLDF.1.G

2 Students collaborate on projects or tasks. ELA.2.SLDF.2

- a Describe expectations, changing them when needed. ELA.2.SLDF.2.A
- b Contribute towards shared goals by building on strengths. ELA.2.SLDF.2.B
- c Communicate to support the group and/or deal with concerns. ELA.2.SLDF.2.C

3 Students present experience, positions, ideas, findings, and creative work. ELA.2.SLDF.3

- a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.2.W.1. ELA.2.SLDF.3.A
- b Develop content by considering what they want to communicate within the situation and what the audience already knows. ELA.2.SLDF.3.B
- c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.2.SLDF.3.C

4 Students determine how to present themselves and their ideas in different contexts. ELA.2.SLDF.4

- a Express a distinct voice through thoughtful word choice by drawing on their strengths, thoughts, and feelings. ELA.2.SLDF.4.A
- b Determine what they want or do not want to share and why. ELA.2.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. ELA.2.SLDF.5

Skip to main content

anguage ELA.2.L

1. Students notice when and why language is used differently at school, at home, and with peers. ELA.2.L.1
    a. Compare formal and informal uses of language in different situations. ELA.2.L.1.A
    b. Describe how language changes across situations and audiences. ELA.2.L.1.B
2. Students produce, expand, and rearrange sentences in conversations and writing about experiences, events, and ideas. ELA.2.L.2
    a. Produce, expand, and rearrange simple and compound sentences. ELA.2.L.2.A
    b. Use adjectives and adverbs to add detail and specificity. ELA.2.L.2.B
    c. Use regular and irregular verb forms to communicate meaning clearly. ELA.2.L.2.C
3. Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. ELA.2.L.3
    a. Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases, including compound words. ELA.2.L.3.A
    b. Use collective nouns, irregular plural nouns, and reflexive pronouns accurately. ELA.2.L.3.B
    c. Understand and use adjectives, prepositions, conjunctions, and determiners to clarify meaning. ELA.2.L.3.C
4. Students explore relationships among words and meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.2.L.4
    a. Identfy connections between words and their use. ELA.2.L.4.A
    b. Distinguish and express shades of meaning among closely related verbs, closely related adjectives, and closely related adverbs. ELA.2.L.4.B

Skip to main content

5 Students develop fluent and accurate writing skills to record their ideas using words, sentences, and short texts. ELA.2.L.5

- a Form letters legibly and write with appropriate spacing and alignment. ELA.2.L.5.A
- b Spell words using sound-letter correspondences, common spelling patterns, and word families. ELA.2.L.5.B
- c Spell regularly spelled two-syllable words and high-frequency words, including irregularly spelled words with increasing accuracy. ELA.2.L.5.C
- d Capitalize sentence beginnings and proper nouns correctly. ELA.2.L.5.D
- e Write complete sentences using periods, exclamation points, and question marks to end statements, exclamations, and questions. ELA.2.L.5.E
- f Use commas in dates and to separate single words in a series. ELA.2.L.5.F
- g Use apostrophes to form contractions and possessives. ELA.2.L.5.G
- h Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.2.L.5.H

RML Research and Media Literacy ELA.2.RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.2.RML.1

- a Ask questions about things that make them curious. ELA.2.RML.1.A
- b Generate ideas for where they might find answers to their questions, including by talking to people about the topic. ELA.2.RML.1.B
- c Engage with a variety of information sources and where to find them, including by exploring libraries. ELA.2.RML.1.C
- d Contribute suggestions when adults use digital search tools. ELA.2.RML.1.D
- e Identify information that does and does not answer their questions. ELA.2.RML.1.E
- f Use and/or share new learning. ELA.2.RML.1.F

2 Students identify reactions to media messages. ELA.2.RML.2

- a Identify how and why people react to media messages differently. ELA.2.RML.2.A
- b Identify how media messages make them feel and what these emotions may make them want to say or do. ELA.2.RML.2.B

3 Students identify the purposes of media messages. ELA.2.RML.3

- a Identify media messages that are mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. ELA.2.RML.3.A

Skip to main content

4 Students compare different parts of media messages. ELA.2.RML.4

a Distinguish between statements that are either true or false and statements that express an opinion. ELA.2.RML.4.A

b Compare and contrast information on the same topic in two or more media messages from different sources. ELA.2.RML.4.B

c Describe how changing an image can change the meaning of a media message. ELA.2.RML.4.C

5 Students identify people who create media messages. ELA.2.RML.5

a Identify who is responsible for the content of a media message, including individuals and organizations. ELA.2.RML.5.A

b Identify individuals or organizations made up of people who are experts on a particular topic. ELA.2.RML.5.B

Grade 3 ELA.3

R Reading ELA.3.R

1 Students know and apply the basic features of print and how it is organized. ELA.3.R.1

a Recognize the reason for a paragraph break (e.g., change in topic, setting, speaker, emphasis). ELA.3.R.1.A

b Recognize the distinguishing text/visual features of fiction, poetry, plays, and non-fiction. ELA.3.R.1.B

c Recognize various features of written dialogue. (e.g. speaker tags, paragraph breaks, quotation marks). ELA.3.R.1.C

d Explain how text/visual features add to the written text's meaning. ELA.3.R.1.D

2 Students demonstrate automatic phonemic awareness proficiency to support accurate decoding and spelling. ELA.3.R.2

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.3.R.3

a Decode multisyllabic words using known syllable types and division patterns (e.g. VCCV, VCV, VCCCV). ELA.3.R.3.A

b Recognize and read words with regular and common irregular spellings. ELA.3.R.3.B

c Apply knowledge of prefixes, suffixes, and base or root words to decode and determine the meaning of unfamiliar words. ELA.3.R.3.C

d Decode and apply understanding of contractions, compound words, and frequently occurring abbreviations (e.g., "Dr.," "Mrs.," "Ave."). ELA.3.R.3.D

e Identify and distinguish common homonyms and homophones in spoken and written contexts. ELA.3.R.3.E

f Read grade level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. ELA.3.R.3.F

Skip to main content

4 Students comprehend and interpret texts using knowledge of language, text structures, and content to make meaning. ELA.3.R.4

- a Explain their purpose for reading and preview the text including text/visual features. ELA.3.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.3.R.4.B
- c Make inferences and predictions, checking and/or revising them based on what is in the text. ELA.3.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.3.R.4.D
- e Explain how images or words help readers visualize and/or otherwise make meaning to understand the text. ELA.3.R.4.E
- f Ask and answer questions about a text, referring explicitly to the text as the basis for answers. ELA.3.R.4.F
- g Determine the narrator's point of view. ELA.3.R.4.G
- h Describe a story's characters, settings, and major events, including characters' perspectives and how their actions contribute to events. ELA.3.R.4.H
- i Describe how text structure, such as compare/contrast among others, shapes readers' understanding of ideas or information. ELA.3.R.4.I
- j Determine key details to include when retelling a story in their own words and/or saying what they learned from a text. ELA.3.R.4.J

5 Students analyze texts by making connections between texts, authors, readers, and the world. ELA.3.R.5

- a Describe how an author's choices influence what readers think, feel, or want to do. ELA.3.R.5.A
- b Describe the central message, main idea, theme, or key information in a text, and how it connects to their own experiences. ELA.3.R.5.B
- c Compare and contrast two or more versions of the same story . ELA.3.R.5.C

W Writing ELA.3.W

1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.3.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.3.W.1.A
- b Compose in order to record observations and/or inform others about their observations and explanations of the world. ELA.3.W.1.B
- c Compose in order to take a position on an issue. ELA.3.W.1.C
- d Compose in order to persuade others to consider new options and resolve conflicts. ELA.3.W.1.D
- e Compose in order to tell stories and narratives with a clear sequence of events. ELA.3.W.1.E

Skip to main content

2 Students plan and complete writing projects. ELA.3.W.2

- a Connect the task to interests, experiences, background knowledge, or information gathered. ELA.3.W.2.A
- b Consider the audience and what they may already know about the topic and plan writing to meet their needs. ELA.3.W.2.B
- c Sequence and organize the process needed to complete a writing project or task. ELA.3.W.2.C

3 Students draft content within the genre, using tools effectively. ELA.3.W.3

- a Generate topics and ideas. ELA.3.W.3.A
- b Gather ideas and select material from research, images, and/or multimedia artifacts that illustrates and supports their ideas, identifying when and how it's fair to use the creative work of others. ELA.3.W.3.B
- c Use text/visual features, formatting, and/or genre conventions noticed in mentor texts. ELA.3.W.3.C
- d Develop descriptions using sensory details. ELA.3.W.3.D
- e Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas. ELA.3.W.3.E
- f Support a position with reasons, using linking words. ELA.3.W.3.F
- g Use language to persuade others with feelings, reasons, evidence, and examples. ELA.3.W.3.G
- h Tell stories in a sequence of events, using temporal words, descriptive details, and dialogue when relevant, describing actions, thoughts, and feelings, and showing characters' responses to events. ELA.3.W.3.H

4 Students organize content using the genre's structure. ELA.3.W.4

- a Introduce topics. ELA.3.W.4.A
- b Organize related content in paragraphs and sections. ELA.3.W.4.B
- c Compose a concluding statement or section. ELA.3.W.4.C

5 Students evaluate, revise, and edit their compositions. ELA.3.W.5

- a Re-read draft for clarity and to determine next steps. ELA.3.W.5.A
- b Gather and consider using feedback about their compositions. ELA.3.W.5.B
- c Revise by using what they learned from re-reading and feedback. ELA.3.W.5.C
- d Edit for mechanics, conventions, and consistency of text/visual features. [Demonstrate command of Language standards in grades K–3.] ELA.3.W.5.D

6 Students share and publish compositions for known and trusted audiences in ways that reinforce the communicative purposes of writing. ELA.3.W.6

- a Identify who can access compositions on digital and non-digital platforms and how those people might react. ELA.3.W.6.A

Skip to main content

SLDF Speaking, Listening, and Digital Forums ELA.3.SLDF

1. Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.3.SLDF.1
   - a Describe expectations for engaging with and including other participants, especially in digital forums. ELA.3.SLDF.1.A
   - b Describe the people, places, things, events, information, and emotions they are referring to with relevant details. ELA.3.SLDF.1.B
   - c Express ideas clearly by drawing on experience, prior knowledge, and/or research. ELA.3.SLDF.1.C
   - d Connect statements to others' contributions to develop common understanding, build community, and propel conversation. ELA.3.SLDF.1.D
   - e Ask for clarification or more information and/or explain what they understood. ELA.3.SLDF.1.E
   - f Respond to feedback about how others understood their communication, especially in a digital forum format. ELA.3.SLDF.1.F
   - g Identify when, how, and why their opinions or understandings changed. ELA.3.SLDF.1.G
   - h Identify points of agreement or disagreement from the discussion. ELA.3.SLDF.1.H
2. Students collaborate on projects or tasks. ELA.3.SLDF.2
   - a Discuss expectations, reviewing and changing them when needed. ELA.3.SLDF.2.A
   - b Contribute towards shared goals by building on strengths. ELA.3.SLDF.2.B
   - c Communicate to build community by addressing concerns and considering others' strengths and perspectives. ELA.3.SLDF.2.C
3. Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning. ELA.3.SLDF.3
   - a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.3.W.1. ELA.3.SLDF.3.A
   - b Develop content by considering what they want to communicate within the situation and what the audience already knows. ELA.3.SLDF.3.B
   - c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.3.SLDF.3.C

Skip to main content

4 Students determine how to present themselves and their ideas in different contexts. ELA.3.SLDF.4

a Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, and attitudes. ELA.3.SLDF.4.A

b Determine what they want or do not want to share and why. ELA.3.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. ELA.3.SLDF.5

L Language ELA.3.L

1 Students notice when and why language is used differently according to the context. ELA.3.L.1

a Compare formal and informal uses of language and the contexts in which they occur. ELA.3.L.1.A

b Determine literal and colloquial meanings of words and phrases in context. ELA.3.L.1.B

2 Students produce, expand, combine, and refine sentences in conversations and writing about experiences, events, and ideas. ELA.3.L.2

a Produce, expand, and combine simple, compound, and complex sentences using conjunctions. ELA.3.L.2.A

b Use nouns, pronouns, verbs, adjectives, and adverbs, including comparative and superlative adjectives and adverbs to clarify meaning and add detail. ELA.3.L.2.B

c Use verb tenses with subject-verb and pronoun-antecedent agreement, including regular and irregular verbs, to communicate clearly. ELA.3.L.2.C

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. ELA.3.L.3

a Use context, roots, affixes, word relationships, and reference materials to analyze and clarify the meaning of unfamiliar words and phrases. ELA.3.L.3.A

b Use abstract and concrete nouns with descriptive language. ELA.3.L.3.B

c Use pronouns with clear reference to antecedents. ELA.3.L.3.C

d Use words and phrases that describe spatial and temporal relationships. ELA.3.L.3.D

4 Students demonstrate understanding of word relationships in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.3.L.4

a Distinguish the literal and non-literal meaning of words and phrases in context. ELA.3.L.4.A

b Identify connections between words and their use. ELA.3.L.4.B

Skip to main content

c Distinguish and express shades of meaning among words that describe states of mind or degrees of certainty. ELA.3.L.4.C

5 Students develop fluent and accurate writing skills to record their ideas. ELA.3.L.5

a Write complete sentences that use correct grammar and word order. ELA.3.L.5.A

b Spell multisyllabic words by breaking them into syllables and applying known syllable types and knowledge of prefixes, suffixes, and base or root words. ELA.3.L.5.B

c Capitalize the appropriate words in titles. ELA.3.L.5.C

d Use commas in addresses and quotation marks in dialogue. ELA.3.L.5.D

e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.3.L.5.E

RML Research and Media Literacy ELA.3.RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.3.RML.1

a Ask questions about things that make them curious and refine their questions as they learn new things about the topic. ELA.3.RML.1.A

b Generate ideas for where they might find information based on what they and/or others know about the topic. ELA.3.RML.1.B

c Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge. ELA.3.RML.1.C

d Identify differences between search terms, between search results, and between digital search tools. ELA.3.RML.1.D

e Gather relevant information. ELA.3.RML.1.E

f Use and/or share new learning. ELA.3.RML.1.F

2 Students describe reactions to media messages. ELA.3.RML.2

a Describe how people's different ways of looking at things affect their reactions to media messages. ELA.3.RML.2.A

b Describe how media messages make them feel and what these emotions may make them want to say or do. ELA.3.RML.2.B

c Identify reasons people are more or less likely to change their minds when they encounter a media message. ELA.3.RML.2.C

3 Students identify the purposes of media messages and how those purposes are achieved. ELA.3.RML.3

a Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun. ELA.3.RML.3.A

Skip to main content

4 Students compare different parts of media messages. ELA.3.RML.4

a Determine whether statements can be either true or false, express an opinion, or take a position. ELA.3.RML.4.A

b Compare and contrast information on the same topic in two or more media messages from different sources. ELA.3.RML.4.B

c Describe how changing an image or the words used to describe an image can change the meaning of a media message. ELA.3.RML.4.C

d Identify reasons that support a position. ELA.3.RML.4.D

5 Students identify people who create media messages and choices they make. ELA.3.RML.5

a Determine when it is and is not possible to identify who is responsible for the content of a media message. ELA.3.RML.5.A

b Distinguish between characteristics that do and do not make someone an expert on a particular topic. ELA.3.RML.5.B

Grade 4 ELA.4

R Reading ELA.4.R

1 Students know and apply the basic features of print and how it is organized. ELA.4.R.1

a Identify the distinguishing text/visual features of a given work of fiction, poetry, plays, and/or non-fiction. ELA.4.R.1.A

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.4.R.3

a Use knowledge of syllable types and common division patterns to decode complex and unfamiliar words found in grade-level text. ELA.4.R.3.A

b Use knowledge of common Greek and Latin roots and affixes to decode and determine the meaning of complex words (e.g., “biology,” “autograph,” "telescope"). ELA.4.R.3.B

c Identify and decode words with inconsistent but common spelling sound correspondences (e.g., “choir,” “island,” "biscuit"). ELA.4.R.3.C

d Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. ELA.4.R.3.D

Skip to main content

4 Students comprehend and interpret texts using knowledge of language, text structures, and content to make meaning. ELA.4.R.4

- a Explain their purpose for reading and preview the text noting genre elements and text/visual features. ELA.4.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.4.R.4.B
- c Make and revise inferences and predictions, supporting them with evidence in the text. ELA.4.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.4.R.4.D
- e Explain how images or words influence reader understanding and how text/visual features add to the written text's meaning. ELA.4.R.4.E
- f Summarize a text, referring to details and examples in the text. ELA.4.R.4.F
- g Determine the narrator's point of view. ELA.4.R.4.G
- h Describe in depth a story's characters, setting, and major events, including characters' perspectives, drawing on specific details in the text. ELA.4.R.4.H
- i Explain how text structure, such as cause/effect among others, shapes readers' understanding of ideas or information. ELA.4.R.4.I

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.4.R.5

- a Explain how an author's choices influence readers' thoughts, feelings, or actions. ELA.4.R.5.A
- b Describe the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.4.R.5.B
- c Compare and contrast how two or more texts present the same story or topic. ELA.4.R.5.C

6 Students evaluate texts. ELA.4.R.6

- a Explain their opinion about a text, providing relevant details. ELA.4.R.6.A
- b Evaluate how effectively illustrations, descriptions, text features, or language support understanding, using shared criteria. ELA.4.R.6.B

W Writing ELA.4.W

Skip to main content

1. Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.4.W.1
   a. Compose in order to describe experiences, ideas, and imaginings. ELA.4.W.1.A
   b. Compose in order to record observations and/or inform others about their observations and explanations of the world. ELA.4.W.1.B
   c. Compose in order to take and defend a position on an issue. ELA.4.W.1.C
   d. Compose in order to persuade others to consider new options, resolve conflicts, and create and strengthen communities. ELA.4.W.1.D
   e. Compose in order to tell stories and narratives. ELA.4.W.1.E
2. Students plan and complete writing projects. ELA.4.W.2
   a. Develop writing ideas by drawing from interests, experiences, knowledge, or research. ELA.4.W.2.A
   b. Determine the audience and what they may already know, think, and/or feel about the topic. ELA.4.W.2.B
   c. Sequence and organize the process for completing a writing project or task, adjusting plans as needed. ELA.4.W.2.C
3. Students draft content within the genre, using tools effectively. ELA.4.W.3
   a. Generate ideas for topics, genres, and materials. ELA.4.W.3.A
   b. Gather ideas and select material from research, images, and/or multimedia artifacts that illustrates and supports their ideas, identifying when and how it's fair to use the creative work of others. ELA.4.W.3.B
   c. Select text/visual features, formatting, and/or genre conventions to follow or adapt from mentor texts. ELA.4.W.3.C
   d. Develop descriptions using concrete, sensory details. ELA.4.W.3.D
   e. Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas. ELA.4.W.3.E
   f. Examine and make connections between information and ideas within a topic. ELA.4.W.3.F
   g. Support a position with reasons, using linking words, phrases, and clauses. ELA.4.W.3.G
   h. Use language to persuade others with feelings, logical reasonings, evidence, and examples. ELA.4.W.3.H
   i. Develop a clear sequence of events for stories by using a variety of narrative techniques (e.g., details to elaborate, dialogue, pacing) to develop events and characters and show characters' responses to events. ELA.4.W.3.I
   j. Attribute sources in ways that are consistent with the genre. ELA.4.W.3.J

Skip to main content

4 Students organize content using the genre's structure. ELA.4.W.4

- a Craft introductions using a variety of strategies. ELA.4.W.4.A
- b Organize related content in paragraphs and sections. ELA.4.W.4.B
- c Compose a concluding statement or section. ELA.4.W.4.C

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including effective use of technology. ELA.4.W.5

- a Re-read draft for clarity and to determine next steps. ELA.4.W.5.A
- b Gather and consider using feedback about their compositions. ELA.4.W.5.B
- c Revise by using what they learned from re-reading and feedback. ELA.4.W.5.C
- d Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–4.] ELA.4.W.5.D

6 Students share and publish compositions for known and trusted audiences in ways that reinforce the communicative purposes of writing. ELA.4.W.6

- a Identify who can access compositions on digital and non-digital platforms, now and in the future, and how those people might react. ELA.4.W.6.A

SLDF Speaking, Listening, and Digital Forums ELA.4.SLDF

1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.4.SLDF.1

- a Maintain expectations for engaging with and including other participants, especially in digital forums. ELA.4.SLDF.1.A
- b Describe the people, places, things, events, information, and emotions they are referring to with specific details. ELA.4.SLDF.1.B
- c Express ideas clearly by drawing on experience, prior knowledge, and/or research. ELA.4.SLDF.1.C
- d Connect statements to others' contributions to develop common understanding, build community, and propel conversation. ELA.4.SLDF.1.D
- e Ask for clarification or more information and/or explain what they understood. ELA.4.SLDF.1.E
- f Respond to feedback about how others understood their communication, especially in a digital forum format. ELA.4.SLDF.1.F
- g Explain when, how, or why their opinions or understandings changed. ELA.4.SLDF.1.G
- h Summarize points of agreement or disagreement from the discussion. ELA.4.SLDF.1.H

Skip to main content

2 Students collaborate on projects or tasks. ELA.4.SLDF.2

a Discuss expectations, reviewing and changing them when needed. ELA.4.SLDF.2.A

b Contribute towards shared goals by building on strengths. ELA.4.SLDF.2.B

c Communicate to build community by addressing concerns and considering others' strengths and perspectives. ELA.4.SLDF.2.C

3 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. ELA.4.SLDF.3

a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.4.W.1. ELA.4.SLDF.3.A

b Develop content by considering what they want to communicate within the situation and what the audience already knows. ELA.4.SLDF.3.B

c Use images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.4.SLDF.3.C

d Attribute sources used. ELA.4.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.4.SLDF.4

a Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, and attitudes. ELA.4.SLDF.4.A

b Determine what they choose to share or keep private based on the audience, purpose, and context of the interaction. ELA.4.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. ELA.4.SLDF.5

L Language ELA.4.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.4.L.1

a Differentiate between contexts that call for formal and informal language. ELA.4.L.1.A

b Determine literal and colloquial meanings of words and phrases in context. ELA.4.L.1.B

2 Students produce, expand, combine, and refine sentences in conversations and writing about experiences, events, and ideas. ELA.4.L.2

a Produce, expand, and combine simple, compound, and complex sentences, including prepositional phrases, to clarify relationships among ideas. ELA.4.L.2.A

b Use adjectives, verb forms, and modal auxiliaries to communicate details and relationships among ideas. ELA.4.L.2.B

c Use progressive verb tenses to communicate sequence and timing. ELA.4.L.2.C

Skip to main content

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to with accuracy. ELA.4.L.3

- a Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases. ELA.4.L.3.A
- b Use abstract and concrete nouns with descriptive language. ELA.4.L.3.B
- c Use relative pronouns and relative adverbs. ELA.4.L.3.C
- d Use frequently confused words correctly, including commonly confused homonyms. ELA.4.L.3.D

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.4.L.4

- a Recognize and explain the meaning of simple similes, metaphors, adages, idioms, and proverbs. ELA.4.L.4.A
- b Compare words to their synonyms and antonyms to understand and express nuances in meaning. ELA.4.L.4.B

5 Students develop fluent and accurate writing skills. ELA.4.L.5

- a Write complete sentences that use correct grammar and varied sentence structures. ELA.4.L.5.A
- b Spell multisyllabic words by breaking them into syllables and applying known syllable types and knowledge of prefixes, suffixes, and base or root words. ELA.4.L.5.B
- c Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.4.L.5.C
- d Use commas and quotation marks to mark dialogue, direct speech, and quotations. ELA.4.L.5.D
- e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.4.L.5.E

RML Research and Media Literacy ELA.4.RML

Skip to main content

1. Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.4.RML.1
    a. Ask questions about things that make them curious and refine their questions as they learn new things about the topic. ELA.4.RML.1.A
    b. Generate ideas for where they might find information based on what they and/or others know about the topic. ELA.4.RML.1.B
    c. Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge. ELA.4.RML.1.C
    d. Compare different search terms, different search results, and different digital search tools. ELA.4.RML.1.D
    e. Gather relevant information using a variety of strategies. ELA.4.RML.1.E
    f. Use and/or share new learning. ELA.4.RML.1.F
2. Students describe reactions to media messages. ELA.4.RML.2
    a. Describe how people's different ways of looking at things affect their reactions to media messages. ELA.4.RML.2.A
    b. Describe how media messages make them feel and what these emotions may make them want to say or do. ELA.4.RML.2.B
    c. Describe reasons people are more or less likely to change their minds about something when they encounter a media message. ELA.4.RML.2.C
3. Students identify the purposes of media messages and how those purposes are achieved. ELA.4.RML.3
    a. Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun. ELA.4.RML.3.A
4. Students compare different parts of media messages. ELA.4.RML.4
    a. Determine whether statements can be either true or false, express an opinion, or take a position. ELA.4.RML.4.A
    b. Compare what multiple sources have to say about information that is either true or false in a media message. ELA.4.RML.4.B
    c. Describe how changing an image or the words used to describe an image can change the meaning of a media message. ELA.4.RML.4.C
    d. Identify facts and reasons that support a position. ELA.4.RML.4.D

Skip to main content

5 Students identify people who create media messages and choices they make. ELA.4.RML.5

a Distinguish between people responsible for the content of a media message and platforms that deliver media messages. ELA.4.RML.5.A

b Identify different ways to be an expert about a particular topic. ELA.4.RML.5.B

c Identify choices made by those responsible for media messages about what to include or exclude. ELA.4.RML.5.C

Grade 5 ELA.5

R Reading ELA.5.R

1 Students know and apply the basic features of print and how it is organized. ELA.5.R.1

a Describe how text and visual features work together to improve understanding of fiction, poetry, plays, and non-fiction. ELA.5.R.1.A

3 Students decode words accurately by applying grade-level phonics and word analysis skills. ELA.5.R.3

a Apply knowledge of syllable types and division patterns to decode complex, unfamiliar multisyllabic words in a text. ELA.5.R.3.A

b Use knowledge of roots and affixes (including Greek and Latin forms) to decode unfamiliar words, determine meaning, and support understanding. ELA.5.R.3.B

c Read grade-level texts orally with accuracy, appropriate rate, and expression to support understanding, improving fluency through repeated readings. ELA.5.R.3.C

Skip to main content

4 Students comprehend and interpret texts using knowledge of language, text structures, and content to make meaning. ELA.5.R.4

- a Explain their purposes for reading. ELA.5.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.5.R.4.B
- c Make and revise inferences and predictions, quoting evidence from the text to support them. ELA.5.R.4.C
- d Use a variety of strategies to maintain motivation and reconnect to the flow of reading. ELA.5.R.4.D
- e Explain how images and text work together to influence reader understanding and how text/visual features add to the written text's meaning. ELA.5.R.4.E
- f Summarize a text by selecting key details and examples. ELA.5.R.4.F
- g Determine the narrator's point of view and how it impacts how events are described. ELA.5.R.4.G
- h Describe, compare, and contrast stories' characters, settings, and major events, including characters' perspectives, drawing on specific details in the text(s). ELA.5.R.4.H
- i Explain how text structure, such as problem/solution among others, shapes meaning and influences reader understanding or experience. ELA.5.R.4.I

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.5.R.5

- a Explain how an author's choices influence readers' thoughts, feelings, or responses. ELA.5.R.5.A
- b Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.5.R.5.B
- c Compare and contrast treatments of similar characters, themes, topics, and patterns of events in texts. ELA.5.R.5.C

6 Students evaluate texts. ELA.5.R.6

- a Explain their opinion about a text, providing relevant details. ELA.5.R.6.A
- b Evaluate how effectively a text supports the reader to understand and/or relate to ideas, experiences, or perspectives, using shared criteria. ELA.5.R.6.B

W Writing ELA.5.W

Skip to main content

1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.5.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.5.W.1.A
- b Compose in order to record observations and/or inform others about their observations and explanations of the world. ELA.5.W.1.B
- c Compose in order to take and defend a position on an issue. ELA.5.W.1.C
- d Compose in order to persuade others to consider new options, resolve conflicts, and create and strengthen communities. ELA.5.W.1.D
- e Compose in order to tell stories and narratives. ELA.5.W.1.E

2 Students plan and complete writing projects. ELA.5.W.2

- a Develop meaningful ideas by drawing from interests, experiences, knowledge, or research. ELA.5.W.2.A
- b Determine the audience and what they may already know, think, and/or feel about the topic. ELA.5.W.2.B
- c Determine the process for completing a project or task, adjusting plans as needed. ELA.5.W.2.C

3 Students draft content within the genre, using tools effectively. ELA.5.W.3

- a Generate ideas for topics, genres, and materials. ELA.5.W.3.A
- b Gather ideas and select relevant material from research, images, and/or multimedia artifacts that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. ELA.5.W.3.B
- c Select features and/or genre conventions to follow or adapt from mentor texts. ELA.5.W.3.C
- d Develop descriptions using concrete, sensory details and figurative language. ELA.5.W.3.D
- e Develop points and ideas within a topic with facts, definitions, details, examples, and/or quotations, using linking words to connect ideas. ELA.5.W.3.E
- f Examine and explain relationships between information and ideas within a topic to draw conclusions. ELA.5.W.3.F
- g Support points by using evidence from texts, paraphrasing, summarizing, and/or selecting quotations when relevant. ELA.5.W.3.G
- h Support a position with facts and reasons. ELA.5.W.3.H
- i Use language to persuade others with feelings, logical reasonings, evidence, and examples. ELA.5.W.3.I
- j Use a variety of narrative techniques (e.g., dialogue, pacing, event sequences, descriptive details) to develop events and characters as appropriate to the genre. ELA.5.W.3.J

Skip to main content

- k Attribute sources in ways that are consistent with the genre. ELA.5.W.3.K

4 Students organize content using the genre's structure. ELA.5.W.4

- a Craft engaging introductions using a variety of strategies. ELA.5.W.4.A
- b Organize paragraphs and sections within the text. ELA.5.W.4.B
- c Compose a concluding statement or section that provides a sense of closure. ELA.5.W.4.C

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including effective use of technology. ELA.5.W.5

- a Re-read draft for clarity, development of ideas, and to determine next steps. ELA.5.W.5.A
- b Gather and consider using feedback about their compositions. ELA.5.W.5.B
- c Revise by using what they learned from re-reading and feedback. ELA.5.W.5.C
- d Edit for mechanics, conventions, and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K–5.] ELA.5.W.5.D

6 Students share and publish compositions for known and trusted audiences in ways that reinforce the communicative purposes of writing. ELA.5.W.6

- a Identify who can access compositions on digital and non-digital platforms, now and in the future, and how those people might react. ELA.5.W.6.A

SLDF Speaking, Listening, and Digital Forums ELA.5.SLDF

1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in teacher-moderated or simulated digital forums. ELA.5.SLDF.1

- a Maintain expectations for engaging with and including other participants, especially in digital forums. ELA.5.SLDF.1.A
- b Describe the people, places, things, events, information, and emotions they are referring to with specific details. ELA.5.SLDF.1.B
- c Express ideas clearly by drawing on experience, prior knowledge, and/or research. ELA.5.SLDF.1.C
- d Connect statements to others' contributions to develop common understanding, build community, and deepen conversation. ELA.5.SLDF.1.D
- e Ask for clarification or more information and/or explain what they understood. ELA.5.SLDF.1.E
- f Respond to feedback about how others understood their communication, especially in a digital forum format. ELA.5.SLDF.1.F
- g Explain when, how, and why their opinions or understandings changed. ELA.5.SLDF.1.G
- h Summarize points of agreement or disagreement from the discussion. ELA.5.SLDF.1.H

Skip to main content

2 Students collaborate on projects or tasks. ELA.5.SLDF.2

a Discuss expectations, reviewing and changing them when needed. ELA.5.SLDF.2.A

b Contribute productively by leveraging strengths and taking on challenges. ELA.5.SLDF.2.B

c Communicate to build community by addressing concerns and considering others' strengths and perspectives. ELA.5.SLDF.2.C

3 Students present reports, speeches, and creative work in a variety of genres such that listeners are engaged and/or can follow the line of reasoning. ELA.5.SLDF.3

a Identify topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.5.W.1. ELA.5.SLDF.3.A

b Develop content by considering what they want to communicate within the situation and what the audience already knows. ELA.5.SLDF.3.B

c Use images and/or multimedia artifacts in presentations to explain, emphasize, or enhance content and support the audience's engagement. ELA.5.SLDF.3.C

d Attribute sources used. ELA.5.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.5.SLDF.4

a Express a distinct voice through thoughtful word choice by drawing on their strengths, experience, attitudes, and perspectives. ELA.5.SLDF.4.A

b Determine what they choose to share or keep private based on the audience, purpose, and context of the interaction. ELA.5.SLDF.4.B

5 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. ELA.5.SLDF.5

L Language ELA.5.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.5.L.1

a Differentiate between contexts that call for formal and informal language. ELA.5.L.1.A

b Determine literal and colloquial meanings of words and phrases in context. ELA.5.L.1.B

Skip to main content

2 Students produce, expand, combine, and refine sentences in conversations and writing about experiences, events, and ideas. ELA.5.L.2

- a Combine and vary sentence structures to support clarity and style. ELA.5.L.2.A
- b Use conjunctions, prepositions, and interjections to connect ideas and clarify meaning. ELA.5.L.2.B
- c Use verb tenses and modal auxiliaries, including perfect verb tenses, to communicate time and sequence. ELA.5.L.2.C

3 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to with accuracy . ELA.5.L.3

- a Use context, roots, affixes, word relationships, and reference materials to clarify the meaning of unfamiliar words and phrases. ELA.5.L.3.A
- b Use correlative conjunctions to communicate relationships among ideas. ELA.5.L.3.B
- c Use frequently confused words correctly, including homonyms. ELA.5.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.5.L.4

- a Recognize, interpret, and use similes, metaphors, adages, idioms, and proverbs. ELA.5.L.4.A
- b Use the relationships among words, including synonyms, antonyms, and multiple-meaning words, to understand and express nuances in meaning. ELA.5.L.4.B

5 Students develop fluent and accurate writing skills. ELA.5.L.5

- a Write complete sentences that combine ideas using simple, compound, and complex sentence structures. ELA.5.L.5.A
- b Spell multisyllabic and morphologically complex words using knowledge of syllable patterns, roots, prefixes, and suffixes. ELA.5.L.5.B
- c Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.5.L.5.C
- d Use punctuation to clarify meaning. ELA.5.L.5.D
- e Use underlining, quotation marks, italics, and capital letters appropriately when attributing the works of others. ELA.5.L.5.E
- f Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.5.L.5.F

RML Research and Media Literacy ELA.5.RML

Skip to main content

1. Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.5.RML.1
    a. Ask focused questions about things that make them curious and refine their questions as they learn new things about the topic. ELA.5.RML.1.A
    b. Generate ideas for where they might find information based on what they and/or others know about the topic. ELA.5.RML.1.B
    c. Select and access a variety of relevant information sources, including by navigating libraries and by talking to people with relevant experience or knowledge. ELA.5.RML.1.C
    d. Select and use digital search tools by adapting search terms and analyzing search results. ELA.5.RML.1.D
    e. Gather relevant information using a variety of strategies. ELA.5.RML.1.E
    f. Use and/or share new learning. ELA.5.RML.1.F
2. Students explain reactions to media messages. ELA.5.RML.2
    a. Explain how people's different ways of looking at things affect their reactions to media messages. ELA.5.RML.2.A
    b. Explain how media messages make them feel and what these emotions may make them want to say or do. ELA.5.RML.2.B
    c. Explain reasons why people do or do not change their minds when they encounter a media message. ELA.5.RML.2.C
3. Students identify the purposes of media messages and how those purposes are achieved. ELA.5.RML.3
    a. Determine whether a media message is mainly helping people learn new things, trying to change people’s minds, selling something, or just for fun. ELA.5.RML.3.A
    b. Identify the techniques, including appeals and integration of multimedia, used to achieve the media message’s purpose. ELA.5.RML.3.B
4. Students compare different parts of media messages. ELA.5.RML.4
    a. Determine whether statements can be either true or false, express an opinion, or take a position. ELA.5.RML.4.A
    b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources have to say about it. ELA.5.RML.4.B
    c. Explain how changing an image or the words used to describe an image can change the meaning of a media message. ELA.5.RML.4.C
    d. Determine whether there are facts and reasons to support a position. ELA.5.RML.4.D

Skip to main content

5 Students identify people who create media messages and choices they make. ELA.5.RML.5

a Identify who is responsible for the content of media messages when it is and is not difficult to determine. ELA.5.RML.5.A

b Describe different ways to be an expert about a particular topic. ELA.5.RML.5.B

c Describe how choices made by those responsible for media messages contribute to how the subject is portrayed. ELA.5.RML.5.C

Grade 6 ELA.6

R Reading ELA.6.R

1 Students know and use text/visual features. ELA.6.R.1

a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.6.R.1.A

b Describe how text/visual features represent and/or add meaning to the written text. ELA.6.R.1.B

3 Students read grade-level texts with accuracy, appropriate rate, and expression to support understanding. ELA.6.R.3

a Apply knowledge of syllable patterns and morphology (roots, prefixes, suffixes) to read unfamiliar multisyllabic words in and out of context. ELA.6.R.3.A

4 Students comprehend and interpret texts using a variety of strategies. ELA.6.R.4

a Preview the text while reflecting on their purposes for reading. ELA.6.R.4.A

b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.6.R.4.B

c Make inferences and predictions, checking them against textual evidence. ELA.6.R.4.C

d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.6.R.4.D

e Identify author's purpose and choices about text/visual features that advance the author's purpose and fit within the genre, medium, or platform. ELA.6.R.4.E

f Identify literary techniques and their effects. ELA.6.R.4.F

g Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.6.R.4.G

h Explain how the author's use of language shapes meaning and affects reader understanding. ELA.6.R.4.H

i Explain how authors use text structure to guide readers' understanding and shape meaning. ELA.6.R.4.I

Skip to main content

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.6.R.5

- a Explain how authors' choices influence readers' choices and/or actions. ELA.6.R.5.A
- b Describe the communicative situation in which an author writes a text, including their purposes, their perspectives, and the genre and platform they choose. ELA.6.R.5.B
- c Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.6.R.5.C
- d Compare and contrast similar content presented in different genres, mediums, and platforms. ELA.6.R.5.D

6 Students evaluate texts. ELA.6.R.6

- a Describe how effectively an element of a text invites the reader to visualize and/or empathize, using shared criteria. ELA.6.R.6.A
- b Describe how effectively an element of a text engages the reader or inspires ideas or actions, using shared criteria. ELA.6.R.6.B

W Writing ELA.6.W

1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.6.W.1

- a Compose in order to describe experiences, ideas, and imaginings. ELA.6.W.1.A
- b Compose in order to record observations and/or inform others about their observations and explanations of the world. ELA.6.W.1.B
- c Compose in order to make a claim about an issue. ELA.6.W.1.C
- d Compose in order to persuade others. ELA.6.W.1.D
- e Compose in order to tell stories and narratives. ELA.6.W.1.E

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.6.W.2

- a Analyze the prompt to determine the purpose of the project and how to meet it. ELA.6.W.2.A
- b Determine who the audience is and what they may already know, think, and/or feel about the topic. ELA.6.W.2.B
- c Determine the process or steps and plan the time needed to complete the project. ELA.6.W.2.C
- d Adjust to feedback and shifts in focus and timeline when needed. ELA.6.W.2.D

Skip to main content

3 Students draft content within the genre, using technology appropriately. ELA.6.W.3

- a Generate ideas for topics, genres, and material. ELA.6.W.3.A
- b Select and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others. ELA.6.W.3.B
- c Follow, adapt, or combine genre-specific text elements from mentor texts. ELA.6.W.3.C
- d Develop descriptions with concrete, sensory, and/or abstract details and figurative language to help the audience imagine and empathize with the content. ELA.6.W.3.D
- e Develop analysis of experience, events, information, ideas, and/or texts by identifying relationships, patterns, causes, or connections. ELA.6.W.3.E
- f Support analysis by using evidence from texts, paraphrasing, summarizing, and/or selecting quotations when relevant. ELA.6.W.3.F
- g Support claims with relevant and credible evidence. ELA.6.W.3.G
- h Use persuasive techniques, including arguments and appeals to emotion and reason. ELA.6.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre. ELA.6.W.3.I
- j Attribute sources in ways consistent with the genre, using technology appropriately. ELA.6.W.3.J

4 Students organize content by using and/or adapting the genre's structure based on purpose. ELA.6.W.4

- a Craft engaging introductions by using strategies that orient the reader to the topic. ELA.6.W.4.A
- b Organize content using genre-specific strategies. ELA.6.W.4.B
- c Compose conclusions that provide a sense of closure. ELA.6.W.4.C

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.6.W.5

- a Re-read draft to evaluate for clarity, organization and development of ideas and to determine next steps. ELA.6.W.5.A
- b Gather and consider using feedback about their compositions. ELA.6.W.5.B
- c Use what they learned from re-reading and feedback to strengthen their compositions. ELA.6.W.5.C
- d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K-6.] ELA.6.W.5.D

Skip to main content

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.6.W.6

a Determine where to publish after considering potential impacts on intended and unintended audiences and the permanence of digital platforms. ELA.6.W.6.A

SLDF Speaking, Listening, and Digital Forums ELA.6.SLDF

1 Students listen, respond respectfully, and contribute during face-to-face discussions and/or in digital forums. ELA.6.SLDF.1

a Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.6.SLDF.1.A

b Express ideas clearly by drawing on research, experience, and/or prior knowledge. ELA.6.SLDF.1.B

c Develop common understanding by connecting to others' contributions. ELA.6.SLDF.1.C

d Ask for clarification or more information and/or explain what they understood from others' contributions. ELA.6.SLDF.1.D

e Respond to feedback about how others understood their communication, especially in digital forums. ELA.6.SLDF.1.E

f Explain when, how, and why their opinions or understandings changed. ELA.6.SLDF.1.F

g Summarize points of agreement or disagreement from the discussion. ELA.6.SLDF.1.G

2 Students collaborate on projects or tasks. ELA.6.SLDF.2

a Discuss expectations, reviewing and adapting them when needed. ELA.6.SLDF.2.A

b Contribute productively by leveraging strengths and taking on challenges. ELA.6.SLDF.2.B

c Communicate to build community by addressing concerns, considering others' strengths and perspectives, and/or navigating conflict. ELA.6.SLDF.2.C

Skip to main content

3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.6.SLDF.3

a Identify focused topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.6.W.1. ELA.6.SLDF.3.A

b Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. ELA.6.SLDF.3.B

c Use images and/or multimedia artifacts in presentations to explain, emphasize or enhance content and support the audience's engagement. ELA.6.SLDF.3.C

d Attribute sources used. ELA.6.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.6.SLDF.4

a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.6.SLDF.4.A

b Identify how presentations of selves and ideas in digital forums can impact future goals and opportunities. ELA.6.SLDF.4.B

5 Students use voice, gesture, and pacing to illuminate the content and engage the audience. ELA.6.SLDF.5

L Language ELA.6.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.6.L.1

a Compare and contrast the uses of English across communities and contexts. ELA.6.L.1.A

b Compare and contrast the uses of English in various genres. ELA.6.L.1.B

2 Students vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.6.L.2

a Develop well-formed sentences (syntax) to communicate relationships among ideas, including use of parallel structure. ELA.6.L.2.A

b Use phrases, clauses, and transitions with punctuation to communicate relationships among ideas. ELA.6.L.2.B

c Use verb tenses and modal auxiliaries to communicate time, sequence, states, and conditions. ELA.6.L.2.C

Skip to main content

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing. ELA.6.L.3

- a Determine the meaning of words and phrases by using context, roots, affixes, and reference materials strategically. ELA.6.L.3.A
- b Use discipline-specific and academic vocabulary accurately across contexts. ELA.6.L.3.B
- c Distinguish among related words and phrases to communicate precise meaning. ELA.6.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.6.L.4

- a Recognize, interpret, and use figures of speech in context. ELA.6.L.4.A
- b Use the relationships among words, including cause/effect, part/whole, and item/category, to understand and express nuances in meaning. ELA.6.L.4.B
- c Distinguish among words with similar denotations but different connotations. ELA.6.L.4.C

5 Students develop fluent and accurate writing skills. ELA.6.L.5

- a Write complete sentences that use varied sentence structures and precise language to support clarity and meaning. ELA.6.L.5.A
- b Spell academic and discipline-specific vocabulary using knowledge of roots, affixes, and spelling conventions. ELA.6.L.5.B
- c Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.6.L.5.C
- d Use commas, parentheses, and dashes to set off additional information within a sentence. ELA.6.L.5.D
- e Develop automaticity in spelling and handwriting and/or other modalities to support written expression. ELA.6.L.5.E

RML **Research and Media Literacy** ELA.6.RML

Skip to main content

1. Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.6.RML.1
   a. Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.6.RML.1.A
   b. Generate ideas for how to initiate their search based on prior knowledge. ELA.6.RML.1.B
   c. Select and access a variety of relevant information sources, considering library collections and knowledgeable people, among other options. ELA.6.RML.1.C
   d. Select and use digital search tools effectively based on an understanding of the technologies that deliver results, adapting search or prompt terms and analyzing results as needed. ELA.6.RML.1.D
   e. Gather and organize relevant information using a variety of strategies. ELA.6.RML.1.E
   f. Synthesize new learning to use and/or share. ELA.6.RML.1.F
2. Students identify how people's reactions to media messages are affected. ELA.6.RML.2
   a. Identify how perspectives affect reactions to media messages. ELA.6.RML.2.A
   b. Identify how emotional responses to media messages affect reactions. ELA.6.RML.2.B
   c. Identify how different levels of trust affect reactions to media messages. ELA.6.RML.2.C
3. Students identify the purposes of media messages and how those purposes are achieved. ELA.6.RML.3
   a. Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. ELA.6.RML.3.A
   b. Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.6.RML.3.B
4. Students evaluate components of media messages, as well as content generated by technology, when looking for information that's accurate. ELA.6.RML.4
   a. Determine whether statements can be verified as true or false, express an opinion, or make a claim. ELA.6.RML.4.A
   b. Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.6.RML.4.B
   c. Describe how technology can be used to manipulate images, video, and audio. ELA.6.RML.4.C
   d. Determine whether there are reasons and evidence to support claims. ELA.6.RML.4.D

Skip to main content

5 Students evaluate the credibility of those responsible for media messages, as well as content-generating technology. ELA.6.RML.5

a Identify those responsible for the content of media messages. ELA.6.RML.5.A

b Determine whether those responsible for media messages have expertise about the topic. ELA.6.RML.5.B

c Identify resources that evaluate the reputations for accuracy of those responsible for media messages. ELA.6.RML.5.C

d Determine whether those responsible for media messages exhibit a perspective relevant to the topic. ELA.6.RML.5.D

Grade 7 ELA.7

R Reading ELA.7.R

1 Students know and use text/visual features. ELA.7.R.1

a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.7.R.1.A

b Describe how text/visual features represent and/or add meaning to the written text. ELA.7.R.1.B

c Recognize and use the text/visual features of a range of genres. ELA.7.R.1.C

4 Students comprehend and interpret texts using a variety of strategies. ELA.7.R.4

a Preview the text while reflecting on their purposes for reading. ELA.7.R.4.A

b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.7.R.4.B

c Make inferences and predictions, checking them against textual evidence. ELA.7.R.4.C

d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.7.R.4.D

e Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform. ELA.7.R.4.E

f Describe literary techniques and their effects. ELA.7.R.4.F

g Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.7.R.4.G

h Explain how the author's use of language shapes meaning and affects reader understanding. ELA.7.R.4.H

i Analyze how authors use text structure to guide readers' understanding and shape meaning. ELA.7.R.4.I

Skip to main content

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.7.R.5

- a Explain how authors' choices influence readers' choices and/or actions. ELA.7.R.5.A
- b Explain the communicative situation in which an author writes a text, including their purposes, their perspectives, and the genre and platform they choose. ELA.7.R.5.B
- c Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.7.R.5.C
- d Compare and contrast similar content presented in different genres, mediums, and platforms. ELA.7.R.5.D

6 Students evaluate texts. ELA.7.R.6

- a Describe how effectively an element of a text invites the reader to visualize and/or empathize, using relevant criteria. ELA.7.R.6.A
- b Describe how effectively an element of a text engages the reader or inspires ideas or actions, using relevant criteria. ELA.7.R.6.B

W Writing ELA.7.W

1 Students compose multimodal texts within a variety of genres across content areas for a variety of purposes. ELA.7.W.1

- a Compose in order to describe situations, experience, ideas, and imaginings. ELA.7.W.1.A
- b Compose in order to record observations and/or explain their observations and analysis of texts, ideas, and the world. ELA.7.W.1.B
- c Compose in order to make a claim about an issue. ELA.7.W.1.C
- d Compose in order to persuade others. ELA.7.W.1.D
- e Compose in order to tell narratives of stories and events. ELA.7.W.1.E

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.7.W.2

- a Analyze the prompt to determine the purpose of the project and how to meet it. ELA.7.W.2.A
- b Determine who the audience is and make writing choices that consider what they may already know, think, and/or feel about the topic. ELA.7.W.2.B
- c Create a plan and manage a timeline for sustained writing projects. ELA.7.W.2.C
- d Adjust to feedback and shifts in focus and timeline when needed. ELA.7.W.2.D

Skip to main content

3 Students draft content within the genre and purpose, using technology appropriately. ELA.7.W.3

- a Generate ideas for topics, genres, and material. ELA.7.W.3.A
- b Select and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others. ELA.7.W.3.B
- c Follow, adapt, or combine genre-specific text elements to achieve specific purposes and effects. ELA.7.W.3.C
- d Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content and to activate the senses. ELA.7.W.3.D
- e Develop analysis of experience, events, information, ideas, and/or texts. ELA.7.W.3.E
- f Support analysis by selecting relevant evidence from texts, paraphrasing, summarizing, and/or selecting quotations. ELA.7.W.3.F
- g Support claims with relevant and credible evidence connected by sound and valid reasoning. ELA.7.W.3.G
- h Use persuasive techniques, including arguments, evaluations, and appeals to emotion and reason. ELA.7.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre. ELA.7.W.3.I
- j Attribute sources in ways consistent with the genre, using technology appropriately. ELA.7.W.3.J

4 Students organize content by using and/or adapting the genre's structure based on purpose. ELA.7.W.4

- a Craft engaging introductions by using strategies that orient the reader to the topic, purpose, or situation. ELA.7.W.4.A
- b Organize content using genre-specific strategies. ELA.7.W.4.B
- c Compose conclusions that provide a sense of closure by reflecting the purpose and structure of the genre. ELA.7.W.4.C

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.7.W.5

- a Re-read draft to evaluate clarity, and effectiveness in achieving intended purpose and to determine next steps. ELA.7.W.5.A
- b Gather, evaluate and consider using feedback about their compositions. ELA.7.W.5.B
- c Use what they learned from re-reading and feedback to strengthen their compositions. ELA.7.W.5.C
- d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K-7.] ELA.7.W.5.D

Skip to main content

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.7.W.6

a Determine where to publish after considering potential impacts on intended and unintended audiences and the permanence of digital platforms. ELA.7.W.6.A

SLDF Speaking, Listening, and Digital Forums ELA.7.SLDF

1 Students listen thoughtfully, respond respectfully, and contribute to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.7.SLDF.1

a Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.7.SLDF.1.A

b Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge, attributing evidence and ideas. ELA.7.SLDF.1.B

c Develop common understanding by connecting to others' contributions. ELA.7.SLDF.1.C

d Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.7.SLDF.1.D

e Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.7.SLDF.1.E

f Identify evidence or experience that contradicts conclusions. ELA.7.SLDF.1.F

g Respond to questions that challenge their evidence and reasoning. ELA.7.SLDF.1.G

h Explain changes in their opinion and understanding. ELA.7.SLDF.1.H

i Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.7.SLDF.1.I

2 Students collaborate effectively on projects and tasks. ELA.7.SLDF.2

a Determine expectations, reviewing and adapting them when needed. ELA.7.SLDF.2.A

b Contribute productively by leveraging strengths and taking on challenges. ELA.7.SLDF.2.B

c Communicate to build community by addressing concerns, considering others' strengths and perspectives, and/or navigating conflict. ELA.7.SLDF.2.C

Skip to main content

3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.7.SLDF.3

- a Identify focused topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.7.W.1. ELA.7.SLDF.3.A
- b Develop content by considering what they want to communicate within the situation and the audience's background knowledge and/or position. ELA.7.SLDF.3.B
- c Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.7.SLDF.3.C
- d Attribute sources used. ELA.7.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.7.SLDF.4

- a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.7.SLDF.4.A
- b Describe how presentations of selves and ideas in digital forums can impact future goals and opportunities. ELA.7.SLDF.4.B
- c Identify the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.7.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.7.SLDF.5

L Language ELA.7.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.7.L.1

- a Compare and contrast the uses of English across communities and contexts. ELA.7.L.1.A
- b Compare and contrast the uses of English in various genres. ELA.7.L.1.B

2 Students vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.7.L.2

- a Develop well-formed sentences (syntax) to communicate relationships among ideas, including use of parallel structure. ELA.7.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity to sentence structures. ELA.7.L.2.B
- c Use verb tenses and modal auxiliaries to communicate time, sequence, states, and conditions. ELA.7.L.2.C

Skip to main content

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, and viewing. ELA.7.L.3

a Determine the meaning of words and phrases by using context, roots, affixes, and reference materials strategically. ELA.7.L.3.A

b Use discipline-specific and academic vocabulary accurately across contexts. ELA.7.L.3.B

c Distinguish among related words and phrases to communicate precise and nuanced meaning. ELA.7.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.7.L.4

a Recognize, interpret, and use figures of speech, including allusions. ELA.7.L.4.A

b Use the relationships among words, including synonyms, antonyms, and analogies, to understand and express nuances in meaning. ELA.7.L.4.B

c Distinguish among words with similar denotations but different connotations. ELA.7.L.4.C

5 Students develop fluent and accurate writing skills. ELA.7.L.5

a Write complete sentences that use sentence structure intentionally to clarify relationships among ideas. ELA.7.L.5.A

b Use conventional spelling patterns and generalizations, consulting reference materials and/or tools as needed to check and correct spelling. ELA.7.L.5.B

c Use semicolons to link closely related independent clauses. ELA.7.L.5.C

d Use colons to introduce a list or explanation. ELA.7.L.5.D

RML Research and Media Literacy ELA.7.RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.7.RML.1

a Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.7.RML.1.A

b Generate ideas for how to initiate their search based on prior knowledge. ELA.7.RML.1.B

c Select and access a variety of relevant information sources, considering library collections and knowledgeable people, among other options. ELA.7.RML.1.C

d Select and use digital search tools effectively based on an understanding of the technologies that deliver results. ELA.7.RML.1.D

e Gather and organize relevant information using a variety of strategies. ELA.7.RML.1.E

f Synthesize new learning to use and/or share. ELA.7.RML.1.F

Skip to main content

2 Students describe how people's reactions to media messages are affected. ELA.7.RML.2

- a Describe how perspectives affect reactions to media messages. ELA.7.RML.2.A
- b Describe how emotional responses to media messages affect reactions. ELA.7.RML.2.B
- c Identify how different levels of openness to considering new ideas affect reactions to media messages. ELA.7.RML.2.C

3 Students explain the purposes of media messages and the techniques used to create them. ELA.7.RML.3

- a Determine whether the main purpose of a media message is to inform, persuade, sell, or entertain. ELA.7.RML.3.A
- b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.7.RML.3.B

4 Students evaluate components of media messages, as well as content generated by technology, when looking for information that's accurate and/or logical. ELA.7.RML.4

- a Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.7.RML.4.A
- b Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.7.RML.4.B
- c Identify reasons why technology is sometimes used to manipulate images, video, and/or audio. ELA.7.RML.4.C
- d Determine whether reasons and evidence presented to support a claim does so effectively. ELA.7.RML.4.D

5 Students evaluate the credibility of those responsible for media messages, as well as content-generating technology. ELA.7.RML.5

- a Identify those responsible for the content of media messages. ELA.7.RML.5.A
- b Determine whether those responsible for media messages have expertise about the topic. ELA.7.RML.5.B
- c Describe the reputations for accuracy and logic of those responsible for media messages. ELA.7.RML.5.C
- d Determine whether those responsible for media messages exhibit a perspective relevant to the topic. ELA.7.RML.5.D

Grade 8 ELA.8 **R Reading** ELA.8.R

Skip to main content

1 Students know and use text/visual features. ELA.8.R.1

- a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.8.R.1.A
- b Describe how text/visual features represent, organize, and/or add meaning to the written text. ELA.8.R.1.B
- c Describe the text/visual features of a given text in a range of genres. ELA.8.R.1.C

4 Students comprehend and interpret texts using a variety of strategies. ELA.8.R.4

- a Preview the text while reflecting on their purposes for reading. ELA.8.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.8.R.4.B
- c Make inferences and predictions, checking them against textual evidence. ELA.8.R.4.C
- d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.8.R.4.D
- e Explain how choices about text/visual features advance the author's purpose and fit within the genre, medium, or platform. ELA.8.R.4.E
- f Explain literary techniques and their effects. ELA.8.R.4.F
- g Describe what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.8.R.4.G
- h Explain how the author's use of language, including analogies, allusions, and repetition of words or sounds, shapes meaning and affects reader understanding. ELA.8.R.4.H
- i Analyze how authors use text structure to guide readers' understanding and shape meaning. ELA.8.R.4.I

5 Students analyze texts, introducing and attributing textual evidence when relevant. ELA.8.R.5

- a Explain how authors' choices influence readers' choices, beliefs, and/or actions. ELA.8.R.5.A
- b Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended audience. ELA.8.R.5.B
- c Explain the main idea, theme, or key information in a text, how it deepens, expands, or changes their previous understanding, and how it connects to their own experiences. ELA.8.R.5.C
- d Compare and contrast similar content presented in different genres, mediums, and platforms. ELA.8.R.5.D

Skip to main content

6 Students evaluate texts. ELA.8.R.6

a Explain how effectively an element of a text invites the reader to visualize and/or empathize, using relevant criteria. ELA.8.R.6.A

b Explain how effectively an element of a text engages the reader or inspires ideas or actions, using relevant criteria. ELA.8.R.6.B

W Writing ELA.8.W

1 Students compose multimodal texts in a variety of genres across content areas for a variety of purposes. ELA.8.W.1

a Compose in order to describe situations, experience, ideas, and imaginings. ELA.8.W.1.A

b Compose in order to record observations and/or explain their observations and analysis of texts, ideas, and the world. ELA.8.W.1.B

c Compose in order to make a claim about an issue. ELA.8.W.1.C

d Compose in order to persuade others. ELA.8.W.1.D

e Compose in order to tell narratives of stories and events. ELA.8.W.1.E

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.8.W.2

a Analyze the prompt and communicative situation to determine the purpose of the project and how to meet it. ELA.8.W.2.A

b Analyze the intended audience's background knowledge, expectations, perspectives, beliefs, and/or values as they relate to the topic. ELA.8.W.2.B

c Create a plan and manage a timeline for sustained writing projects, prioritizing taks and adjusting strategies to meet goals. ELA.8.W.2.C

d Use feedback to make purposeful shifts in focus and timeline when needed. ELA.8.W.2.D

Skip to main content

3 Students draft content within the genre and purpose, using technology appropriately. ELA.8.W.3

- a Generate ideas for topics, genres, and material. ELA.8.W.3.A
- b Select and organize ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair to use the creative work of others. ELA.8.W.3.B
- c Follow, adapt, or combine genre-specific text elements to achieve specific purposes and effects. ELA.8.W.3.C
- d Develop descriptions with concrete and/or abstract details to help the audience imagine and empathize with the content and to activate the senses. ELA.8.W.3.D
- e Develop analysis of experience, events, information, ideas, and/or texts. ELA.8.W.3.E
- f Strengthen analysis by selecting relevant evidence from texts and explaining how specific details, examples, and quotations support analysis. ELA.8.W.3.F
- g Support claims with relevant and credible evidence connected by sound and valid reasoning and challenge counterclaims. ELA.8.W.3.G
- h Use persuasive techniques, including arguments, evaluations, and appeals to emotion, reason and authority. ELA.8.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre to develop characters, advance plot, establish mood, and engage the reader. ELA.8.W.3.I
- j Attribute sources in ways consistent with the genre, using technology appropriately. ELA.8.W.3.J

4 Students organize content by using and/or adapting the genre's structure based on purpose. ELA.8.W.4

- a Craft engaging introductions by using strategies that orient the reader to the topic, purpose, situation or context. ELA.8.W.4.A
- b Organize content using genre-specific strategies. ELA.8.W.4.B
- c Compose conclusions that provide meaningful closure by reinforcing the purpose and creating lasting impact. ELA.8.W.4.C

Skip to main content

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.8.W.5

a Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation. ELA.8.W.5.A

b Gather, evaluate and consider using feedback about their compositions. ELA.8.W.5.B

c Use what they learned from re-reading and feedback to strengthen their compositions. ELA.8.W.5.C

d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K-8.] ELA.8.W.5.D

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.8.W.6

a Determine where to publish after considering potential impacts on intended and unintended audiences and the permanence of digital platforms. ELA.8.W.6.A

SLDF Speaking, Listening, and Digital Forums ELA.8.SLDF

1 Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.8.SLDF.1

a Maintain expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.8.SLDF.1.A

b Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge, attributing evidence and ideas. ELA.8.SLDF.1.B

c Develop arguments and/or common understanding by connecting to others' contributions. ELA.8.SLDF.1.C

d Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.8.SLDF.1.D

e Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.8.SLDF.1.E

f Challenge ideas and conclusions based on contradictory evidence or experience. ELA.8.SLDF.1.F

g Respond to questions that challenge their evidence and reasoning. ELA.8.SLDF.1.G

h Analyze changes in their opinion and understanding. ELA.8.SLDF.1.H

i Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.8.SLDF.1.I

Skip to main content

2 Students collaborate effectively on projects and tasks. ELA.8.SLDF.2

a Determine expectations, reviewing and adapting them when needed. ELA.8.SLDF.2.A

b Contribute productively by building on strengths and taking on challenges. ELA.8.SLDF.2.B

c Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise. ELA.8.SLDF.2.C

3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.8.SLDF.3

a Identify focused topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.8.W.1. ELA.8.SLDF.3.A

b Develop content by considering their purpose, context, and the audience's background knowledge and/or position. ELA.8.SLDF.3.B

c Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.8.SLDF.3.C

d Attribute sources used. ELA.8.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.8.SLDF.4

a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.8.SLDF.4.A

b Determine how to present themselves and their ideas in digital forums given the potential impact on future goals and opportunities. ELA.8.SLDF.4.B

c Explain the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.8.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.8.SLDF.5

L Language ELA.8.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.8.L.1

a Compare and contrast the uses of English across communities, cultures, and contexts. ELA.8.L.1.A

b Compare and contrast the uses of English in various genres. ELA.8.L.1.B

Skip to main content

2 Students vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.8.L.2

- a Develop well-formed sentences (syntax) to clarify relationships among ideas, including use of parallel structure. ELA.8.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity to sentence structures. ELA.8.L.2.B
- c Form and use verb moods to communicate emphasis, certainty, conditions, or perspective. ELA.8.L.2.C
- d Form and use active and passive voice to communicate emphasis and meaning. ELA.8.L.2.D

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, viewing, and research. ELA.8.L.3

- a Determine the meaning of words and phrases by using context, roots, affixes, and reference materials strategically. ELA.8.L.3.A
- b Use discipline-specific and academic vocabulary to communicate precisely across contexts. ELA.8.L.3.B
- c Distinguish among related words and phrases to communicate precise and nuanced meaning. ELA.8.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.8.L.4

- a Recognize, interpret, and use figures of speech, including verbal irony and puns. ELA.8.L.4.A
- b Use the relationships among words to understand and express nuances in meaning. ELA.8.L.4.B
- c Distinguish among words with similar denotations but different connotations. ELA.8.L.4.C

5 Students develop fluent and accurate writing skills. ELA.8.L.5

- a Apply knowledge of sentence structures, conventions, and precise language to enhance clarity, coherence, and style in writing. ELA.8.L.5.A

RML Research and Media Literacy ELA.8.RML

Skip to main content

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.8.RML.1

- a Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.8.RML.1.A
- b Generate ideas for how to initiate their search based on prior knowledge. ELA.8.RML.1.B
- c Select and access a variety of relevant information sources, considering the advantages and drawbacks of content generated by technology, among other options. ELA.8.RML.1.C
- d Select and use digital search tools effectively based on analysis of the technologies that deliver results. ELA.8.RML.1.D
- e Gather and organize relevant information using a variety of strategies. ELA.8.RML.1.E
- f Synthesize new learning to use and/or share. ELA.8.RML.1.F

2 Students explain how people's reactions to media messages are affected. ELA.8.RML.2

- a Explain how perspectives affect reactions to media messages. ELA.8.RML.2.A
- b Explain how emotional responses to media messages affect reactions. ELA.8.RML.2.B
- c Identify how different criteria for determining what is true affect reactions to and interpretations of media messages. ELA.8.RML.2.C

3 Students explain the purposes of media messages and the techniques used to create them. ELA.8.RML.3

- a Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. ELA.8.RML.3.A
- b Describe the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.8.RML.3.B

4 Students evaluate components of media messages, as well as content generated by technology, when looking for information that's accurate, logical, and/or fair. ELA.8.RML.4

- a Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.8.RML.4.A
- b Check the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.8.RML.4.B
- c Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, considering how digital media can be manipulated. ELA.8.RML.4.C
- d Evaluate the logic of claims and the strength of evidence used to support them. ELA.8.RML.4.D

Skip to main content

5 Students evaluate the credibility of those responsible for media messages, as well as content-generating technology. ELA.8.RML.5

a Identify those responsible for the content of media messages. ELA.8.RML.5.A

b Determine whether those responsible for media messages have expertise about the topic. ELA.8.RML.5.B

c Evaluate the reputations for accuracy, logic, and fairness of those responsible for media messages. ELA.8.RML.5.C

d Determine whether those responsible for media messages exhibit a perspective relevant to the topic and, if so, to what extent that perspective has been affected by bias. ELA.8.RML.5.D

Grades 9-10 ELA.9-10

R Reading ELA.9-10.R

1 Students know and use text/visual features. ELA.9-10.R.1

a Use text/visual features to identify sections of a longer text that are likely to contain needed information. ELA.9-10.R.1.A

b Describe how text/visual features represent, clarify, and/or add meaning to the written text. ELA.9-10.R.1.B

c Describe how text/visual features cue the reader about how to interpret the text as one whole. ELA.9-10.R.1.C

4 Students comprehend and interpret texts using a variety of strategies. ELA.9-10.R.4

a Preview the text while reflecting on their purposes for reading. ELA.9-10.R.4.A

b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.9-10.R.4.B

c Make inferences and predictions, checking them against textual evidence. ELA.9-10.R.4.C

d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.9-10.R.4.D

e Analyze how two authors who write in the same genre make different choices about text/visual features. ELA.9-10.R.4.E

f Analyze literary techniques and their effects. ELA.9-10.R.4.F

g Explain what they understand from the topic or story, including how information, ideas, or elements of a story interact and/or change. ELA.9-10.R.4.G

h Analyze how the author's use of language, including figurative language and rhetorical devices, shapes meaning and affects reader understanding. ELA.9-10.R.4.H

i Analyze complex text structures and how they guide readers' understanding, shape meaning, and create effects such as tension among others. ELA.9-10.R.4.I

Skip to main content

5 Students analyze complex texts, introducing and attributing textual evidence when relevant. ELA.9-10.R.5

- a Analyze how authors' choices influence readers' choices, beliefs, and/or actions. ELA.9-10.R.5.A
- b Analyze the communicative situation in which an author writes a text, including their purposes, their perspectives, the genre and platform they choose, and their intended audience's background and reception of the text. ELA.9-10.R.5.B
- c Analyze the main idea, theme, or key information in a text, connecting to others' commentary and to their own experiences. ELA.9-10.R.5.C
- d Analyze the presentation of similar content in different genres, mediums, and platforms. ELA.9-10.R.5.D

6 Students critically evaluate texts. ELA.9-10.R.6

- a Explain using relevant criteria how effectgively a text invites the reader to visualize and/or empathize with concepts new to them. ELA.9-10.R.6.A
- b Evaluate using relevant criteria how effectively a text engages the reader or provokes thought, understanding, or action. ELA.9-10.R.6.B

W Writing ELA.9-10.W

1 Students compose multimodal texts within a variety of genres across content areas for a variety of purposes. ELA.9-10.W.1

- a Compose in order to describe situations, experience, ideas, and imaginings. ELA.9-10.W.1.A
- b Compose in order to record observations and/or explain their observations and analysis of texts, ideas, and the world. ELA.9-10.W.1.B
- c Compose in order to make a claim about an issue. ELA.9-10.W.1.C
- d Compose in order to persuade others. ELA.9-10.W.1.D
- e Compose in order to tell narratives of stories and events. ELA.9-10.W.1.E

2 Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.9-10.W.2

- a Analyze the prompt and communicative situation to determine the purpose and appropriate strategies for developing and communicating ideas. ELA.9-10.W.2.A
- b Analyze the intended audience and anticipate how their background knowledge, expectations, perspectives, beliefs, and/or values may influence interpretation of the text. ELA.9-10.W.2.B
- c Manage writing projects by establishing goals, selecting processes, and allocating resources to meet goals. ELA.9-10.W.2.C
- d Integrate feedback from multiple sources and make purposeful shifts in focus and timeline when needed. ELA.9-10.W.2.D

Skip to main content

3 Students draft content within the genre, purpose, and discipline, using technology appropriately. ELA.9-10.W.3

- a Generate ideas for topics, genres, and material. ELA.9-10.W.3.A
- b Curate ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair and legal to use media created by others. ELA.9-10.W.3.B
- c Follow, adapt, combine, and/or break from genre-specific text elements. ELA.9-10.W.3.C
- d Develop detailed descriptions with analogy, metaphor, reflection, and/or other appeals to help the audience imagine and empathize with the content. ELA.9-10.W.3.D
- e Develop critical analysis of experience, events, information, ideas, and/or texts. ELA.9-10.W.3.E
- f Develop and strengthen analysis by integrating relevant evidence from multiple texts. ELA.9-10.W.3.F
- g Develop and defend claims with relevant and credible evidence from multiple sources connected by sound and valid reasoning and challenge counterclaims and alternative interpretations. ELA.9-10.W.3.G
- h Use persuasive techniques, including arguments, evaluations, and appeals to emotion, reason, and authority. ELA.9-10.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre to develop complex characters, relationships, events, and themes while shaping readers understanding and responses. ELA.9-10.W.3.I
- j Attribute sources in ways consistent with the genre and discipline, using technology appropriately. ELA.9-10.W.3.J

4 Students organize content by using, adapting, and/or breaking the genre's structure based on purpose and discipline. ELA.9-10.W.4

- a Craft engaging introductions based on genre, purpose, and/or discipline. ELA.9-10.W.4.A
- b Organize content using strategies specific to the genre, purpose, and/or discipline. ELA.9-10.W.4.B
- c Compose conclusions based on genre, purpose, and/or discipline. ELA.9-10.W.4.C

Skip to main content

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.9-10.W.5

a Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation. ELA.9-10.W.5.A

b Gather and consider using feedback about their compositions. ELA.9-10.W.5.B

c Use what they learned from re-reading and feedback to strengthen their compositions in ways that support their intentions and/or improve readers' understanding. ELA.9-10.W.5.C

d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K through 9-10.] ELA.9-10.W.5.D

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.9-10.W.6

a Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. ELA.9-10.W.6.A

b Monitor and update published works when appropriate. ELA.9-10.W.6.B

SLDF **Speaking, Listening, and Digital Forums** ELA.9-10.SLDF

Skip to main content

1. Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.9-10.SLDF.1
    a. Model expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.9-10.SLDF.1.A
    b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas. ELA.9-10.SLDF.1.B
    c. Develop arguments and/or common understanding by connecting to others' contributions. ELA.9-10.SLDF.1.C
    d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.9-10.SLDF.1.D
    e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.9-10.SLDF.1.E
    f. Challenge ideas and conclusions based on contradictory evidence or experience. ELA.9-10.SLDF.1.F
    g. Respond to questions that challenge their evidence and reasoning. ELA.9-10.SLDF.1.G
    h. Analyze changes in their opinion and understanding. ELA.9-10.SLDF.1.H
    i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.9-10.SLDF.1.I
2. Students collaborate effectively on projects and tasks. ELA.9-10.SLDF.2
    a. Determine expectations, reviewing, evaluating, and adapting them when needed. ELA.9-10.SLDF.2.A
    b. Contribute productively by building on strengths and taking on challenges. ELA.9-10.SLDF.2.B
    c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise. ELA.9-10.SLDF.2.C

Skip to main content

3 Students present reports, speeches, and creative work in a variety of genres such that listeners can empathize and/or follow the line of reasoning. ELA.9-10.SLDF.3

- a Identify and refine topics from the situation, experience, imagination, reading, research, media, conversations, and/or products from ELA.9-10.W.1. ELA.9-10.SLDF.3.A
- b Develop content by considering their purpose, context, and the audience's background knowledge and/or position. ELA.9-10.SLDF.3.B
- c Make strategic use of supporting images and/or multimedia artifacts in presentations to clarify content and support the audience's engagement. ELA.9-10.SLDF.3.C
- d Attribute sources used. ELA.9-10.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.9-10.SLDF.4

- a Express a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.9-10.SLDF.4.A
- b Analyze how their presentation of self, including their digital identities, may impact future goals and opportunities. ELA.9-10.SLDF.4.B
- c Analyze the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.9-10.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.9-10.SLDF.5

L Language ELA.9-10.L

1 Students identify and discuss when and why language is used differently according to the context. ELA.9-10.L.1

- a Analyze how English varies across communities, cultures, contexts, and time. . ELA.9-10.L.1.A
- b Analyze how authors and speakers adapt their use of English across genres, audiences, and purposes. ELA.9-10.L.1.B

2 Students strategically vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.9-10.L.2

- a Manipulate syntax to clarify relationships among ideas, strengthen style, and communicate meaning. ELA.9-10.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity and to increase specificity. ELA.9-10.L.2.B
- c Form and use verb moods to communicate emphasis, certainty, conditions, or perspective. ELA.9-10.L.2.C
- d Form and use active and passive voice to communicate emphasis and meaning. ELA.9-10.L.2.D

Skip to main content

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, viewing, and research. ELA.9-10.L.3

- a Determine meanings of words and phrases by using context, knowledge of word parts, and reference materials strategically. ELA.9-10.L.3.A
- b Use discipline-specific and academic language purposefully across contexts. ELA.9-10.L.3.B
- c Distinguish among related words and phrases to communicate precise meaning, tone, and emphasis. ELA.9-10.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.9-10.L.4

- a Recognize, interpret, and use figures of speech, including euphemism and oxymoron, in context and analyze their role in communicating nuanced meaning. ELA.9-10.L.4.A
- b Select and use rhetorical language for different purposes and audiences. ELA.9-10.L.4.B
- c Analyze nuances in the meaning of words with similar denotations. ELA.9-10.L.4.C

RML Research and Media Literacy ELA.9-10.RML

1 Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.9-10.RML.1

- a Ask different types of questions, refining and asking new questions as understanding of the topic evolves. ELA.9-10.RML.1.A
- b Generate ideas for how to initiate their search based on prior knowledge. ELA.9-10.RML.1.B
- c Select and access print, digital, and human information sources most relevant to the discipline and context of the inquiry. ELA.9-10.RML.1.C
- d Select and use digital tools that search for or generate information effectively. ELA.9-10.RML.1.D
- e Gather and determine the most relevant information using a variety of strategies. ELA.9-10.RML.1.E
- f Synthesize new learning to use and/or share. ELA.9-10.RML.1.F

2 Students explain how people's reactions to and interpretations of media messages are affected. ELA.9-10.RML.2

- a Explain how perspectives affect reactions to and interpretations of media messages. ELA.9-10.RML.2.A
- b Explain how emotional responses to media messages affect reactions. ELA.9-10.RML.2.B
- c Explain how relevant cognitive biases affect reactions to and interpretations of media messages. ELA.9-10.RML.2.C

Skip to main content

3 Students analyze the purposes of media messages and the techniques used to create them. ELA.9-10.RML.3

a Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. ELA.9-10.RML.3.A

b Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.9-10.RML.3.B

4 Students evaluate components of media messages, as well as content generated by technology, in the context of a need for information that's accurate, logical, and/or fair. ELA.9-10.RML.4

a Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.9-10.RML.4.A

b Evaluate the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.9-10.RML.4.B

c Determine whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated. ELA.9-10.RML.4.C

d Evaluate the strength of claims. ELA.9-10.RML.4.D

5 Students evaluate the credibility of those responsible for media messages, as well as content-generating technology. ELA.9-10.RML.5

a Identify the individuals or oganizations responsible for creating or amplifying media messages. ELA.9-10.RML.5.A

b Evaluate the expertise of those responsible for media messages. ELA.9-10.RML.5.B

c Evaluate the reputations for accuracy, logic, and fairness of those responsible for media messages. ELA.9-10.RML.5.C

d Determine whether a perspective or stance relevant to the topic is exhibited in media messages and, if so, to what extent it has been affected by bias. ELA.9-10.RML.5.D

Grades 11-12 ELA.11-12

R Reading ELA.11-12.R

1 Students know and use text/visual features. ELA.11-12.R.1

a Analyze how a text/visual feature in a text represents, clarifies, and/or adds meaning to the written text. ELA.11-12.R.1.A

b Analyze how text/visual features cue the reader about how to interpret the text as one whole. ELA.11-12.R.1.B

Skip to main content

4 Students comprehend and interpret texts using a variety of strategies. ELA.11-12.R.4

- a Preview the text while reflecting on their purposes for reading. ELA.11-12.R.4.A
- b Visualize, imagine, and/or otherwise engage the senses to make meaning of the text. ELA.11-12.R.4.B
- c Make inferences and predictions, checking and/or revising them against textual evidence. ELA.11-12.R.4.C
- d Maintain motivation and reconnect to the flow of reading using a variety of strategies. ELA.11-12.R.4.D
- e Evaluate how authors who write within and across genres make different choices about text/visual features. ELA.11-12.R.4.E
- f Synthesize the impact and effectiveness of literary techniques. ELA.11-12.R.4.F
- g Synthesize how information, ideas, or elements of a story interact and/or change across a text or multiple texts to develop complex meanings and interpretations. ELA.11-12.R.4.G
- h Analyze how the author's use of language shapes meaning, affects reader understanding, and/or helps readers empathize with unfamiliar content. ELA.11-12.R.4.H
- i Evaluate how complex text structures impact readers' understanding, contribute to meaning, and create effects such as tension among others. ELA.11-12.R.4.I

5 Students analyze complex texts, introducing and attributing textual evidence when relevant. ELA.11-12.R.5

- a Evaluate how authors' choices influence readers' choices, beliefs, and/or actions. ELA.11-12.R.5.A
- b Analyze how an author's purposes, their perspectives, the genre and platform they choose influence the development and presentation of ideas, and their intended audience's background and reception of the text. ELA.11-12.R.5.B
- c Analyze the main idea, theme, or key information in a text, connecting to others' commentary and to their own experiences. ELA.11-12.R.5.C
- d Analyze the presentation of similar content in different genres, mediums, and platforms. ELA.11-12.R.5.D

6 Students critically evaluate texts. ELA.11-12.R.6

- a Develop and apply criteria to evaluate how effectively a text enables readers to visualize, empathize with, and understand experiences, perspectives, or concepts beyond their own. ELA.11-12.R.6.A
- b Evaluate and defend claims about a text's effectiveness in engaging audiences, shaping perspectives, provoking critical thought, inspiring action, or contributing to broader cultural, social, or intellectual conversations. ELA.11-12.R.6.B

Skip to main content

Writing ELA.11-12.W

1. Students compose multimodal texts within a variety of genres across content areas for a variety of purposes. ELA.11-12.W.1
    a. Compose in order to describe situations, experience, ideas, and imaginings. ELA.11-12.W.1.A
    b. Compose in order to record observations and/or explain their observations and analysis of complex texts, substantive ideas, and the world. ELA.11-12.W.1.B
    c. Compose in order to make a claim about an issue. ELA.11-12.W.1.C
    d. Compose in order to persuade others. ELA.11-12.W.1.D
    e. Compose in order to tell narratives of stories and events. ELA.11-12.W.1.E
2. Students manage and complete writing projects, connecting to interests, experiences, needs, or perspectives. ELA.11-12.W.2
    a. Analyze the prompt and communicative situation to make strategic decisions about purpose and methods for effectively achieving desired outcomes. ELA.11-12.W.2.A
    b. Analyze the intended audience in order to address varying background knowledge, expectations, perspectives, beliefs, and/or values as they relate to the topic. ELA.11-12.W.2.B
    c. Manage complex writing projects by establishing goals, selecting processes, allocating resources, and monitoring progress. ELA.11-12.W.2.C
    d. Critically evaluate feedback and make purposeful shifts in focus and timeline when needed. ELA.11-12.W.2.D

Skip to main content

3 Students draft content within the genre, purpose, and discipline, using technology appropriately. ELA.11-12.W.3

- a Generate ideas for topics, genres, and material. ELA.11-12.W.3.A
- b Curate ideas and material, including findings from research and/or multimedia artifacts, identifying when and how it's fair and legal to use media created by others. ELA.11-12.W.3.B
- c Follow, adapt, combine, and/or break from genre-specific text elements. ELA.11-12.W.3.C
- d Develop detailed descriptions with analogy, metaphor, reflection, and/or other appeals to help the audience imagine and empathize with the content and to activate the senses. ELA.11-12.W.3.D
- e Develop critical analysis using relevant evidence to explain thinking about experiences, events, information, ideas, and/or texts. ELA.11-12.W.3.E
- f Construct and defend complex analyses by strategically selecting, integrating, and evaluating evidence from multiple sources. ELA.11-12.W.3.F
- g Develop and defend claims with logical, nuanced and well resasoned arguments that challenge counterclaims and alternative interpretations. ELA.11-12.W.3.G
- h Use persuasive techniques, including arguments on substantive topics or texts and appeals to emotions, reason, and authority. ELA.11-12.W.3.H
- i Use a variety of narrative techniques and devices consistent with the genre to develop complex characters, perspectives, themes, and experiences and to achieve specific effects for the audience. ELA.11-12.W.3.I
- j Attribute sources in ways consistent with the genre and discipline, using technology appropriately. ELA.11-12.W.3.J

4 Students organize content by using, adapting, and/or breaking the genre's structure based on purpose and discipline. ELA.11-12.W.4

- a Craft engaging introductions based on genre, purpose, and/or discipline. ELA.11-12.W.4.A
- b Organize content using strategies specific to the genre, purpose, and/or discipline. ELA.11-12.W.4.B
- c Compose coherent conclusions based on genre, purpose, and/or discipline. ELA.11-12.W.4.C

Skip to main content

5 Students evaluate, revise, and edit their compositions using a variety of strategies, including appropriate use of technology. ELA.11-12.W.5

- a Re-read to determine whether the draft is ready for next steps, including by identifying potential differences between intended meaning and audience interpretation. ELA.11-12.W.5.A
- b Gather and consider using feedback about their compositions. ELA.11-12.W.5.B
- c Use what they learned from re-reading and feedback to strengthen their compositions in ways that support their intentions and/or improve readers' understanding. ELA.11-12.W.5.C
- d Edit for conventions and consistency of text/visual features, including attributions. [Demonstrate command of Language standards in grades K through 11-12.] ELA.11-12.W.5.D

6 Students share and publish compositions in person and/or on digital or non-digital platforms. ELA.11-12.W.6

- a Determine whether to share compositions given the potential permanence of published environments and the impact it may have on intended and unintended audiences and/or on the writer. ELA.11-12.W.6.A
- b Monitor and update published works when appropriate. ELA.11-12.W.6.B

SLDF **Speaking, Listening, and Digital Forums** ELA.11-12.SLDF

Skip to main content

1. Students listen thoughtfully, respond respectfully, and contribute meaningfully to well-reasoned exchanges during face-to-face discussions and/or in digital forums. ELA.11-12.SLDF.1
    a. Model expectations for engaging in civil discourse, including other participants, and considering diverse perspectives, especially in digital forums. ELA.11-12.SLDF.1.A
    b. Express ideas clearly by presenting and interpreting textual evidence, research, experience, and/or prior knowledge to construct claims and counterarguments, attributing evidence and ideas. ELA.11-12.SLDF.1.B
    c. Develop arguments and/or common understanding by connecting to others' contributions. ELA.11-12.SLDF.1.C
    d. Ask questions that clarify or verify a speaker's point or perspective and/or share their interpretation of others' contributions. ELA.11-12.SLDF.1.D
    e. Clarify or expand on their points or perspectives and/or respond to feedback about how others are interpreting them, especially in digital forums. ELA.11-12.SLDF.1.E
    f. Challenge ideas and conclusions based on contradictory evidence or experience. ELA.11-12.SLDF.1.F
    g. Respond to questions that challenge their evidence and reasoning. ELA.11-12.SLDF.1.G
    h. Analyze changes in their opinion and understanding. ELA.11-12.SLDF.1.H
    i. Summarize conclusions, questions, and points of agreement or disagreement from the discussion. ELA.11-12.SLDF.1.I
2. Students collaborate effectively on projects and tasks. ELA.11-12.SLDF.2
    a. Determine expectations, reviewing, evaluating, and adapting them when needed. ELA.11-12.SLDF.2.A
    b. Contribute productively by building on strengths and taking on challenges to effectively complete the task. ELA.11-12.SLDF.2.B
    c. Communicate to build community by addressing concerns, considering others' strengths and perspectives, navigating conflict, and/or negotiating compromise. ELA.11-12.SLDF.2.C

Skip to main content

3 Students present experience, positions, ideas, findings, and creative work in a variety of genres such that listeners can empathize and follow the line of reasoning. ELA.11-12.SLDF.3

a Identify and refne topics from the situation, experience, imagination, reading, media, research, conversations, and/or products from ELA.11-12.W.1. ELA.11-12.SLDF.3.A

b Develop content by considering their purpose, context, and the audience's background knowledge and/or position. ELA.11-12.SLDF.3.B

c Integrate images and multimedia artifacts based on how effectively they clarify ideas, strengthen communication, and influence audience understanding. ELA.11-12.SLDF.3.C

d Accurately attribute credible sources used. ELA.11-12.SLDF.3.D

4 Students determine how to present themselves and their ideas in different contexts. ELA.11-12.SLDF.4

a Express and adapt a distinct voice through intentional word choice by drawing on their assets, experience, attitudes, and perspectives. ELA.11-12.SLDF.4.A

b Analyze how their presentation of self, including their digital identities and online interactions, may impact credibility, relationships and future personal and professional goals and opportunities. ELA.11-12.SLDF.4.B

c Analyze the benefits, drawbacks, and effects of anonymity and of different degrees of authenticity in digital forums. ELA.11-12.SLDF.4.C

5 Students use voice, intonation, gesture, and pacing to illuminate the content and engage the audience and lead them through the speaker's thinking. ELA.11-12.SLDF.5

L Language ELA.11-12.L

1 Students identify and discuss when and why language is used differently according to context. ELA.11-12.L.1

a Analyze how variations in English across communities, cultues, contexts, and time reflect identity, relationships, values, and social influences. ELA.11-12.L.1.A

b Analyze how authors and speakers adapt their use of English across genres, audiences, and purposes to achieve specific effects. ELA.11-12.L.1.B

Skip to main content

2 Students strategically vary sentence patterns for meaning, clarity, and style in conversations and writing about experiences, events, and ideas. ELA.11-12.L.2

- a Manipulate syntax to clarify relationships among ideas, strengthen style, and communicate meaning. ELA.11-12.L.2.A
- b Use phrases, clauses, and transitions with punctuation to add precision, variety, and complexity and to increase specificity. ELA.11-12.L.2.B
- c Form and use verb moods to communicate subtle distinctions, certainty, conditions, or perspective. ELA.11-12.L.2.C
- d Form and use active and passive voice to communicate emphasis and meaning. ELA.11-12.L.2.D

3 Students determine the meaning of and use new and multiple-meaning words and phrases acquired through conversations, reading, viewing, and research. ELA.11-12.L.3

- a Interpret discipline-specific meanings of words and phrases by using context, knowledge of word parts, and reference materials strategically. ELA.11-12.L.3.A
- b Use discipline-specific and academic language purposefully to communicate complex ideas across contexts and disciplines. ELA.11-12.L.3.B
- c Distinguish among related words and phrases to communicate precise meaning, tone, and emphasis. ELA.11-12.L.3.C

4 Students demonstrate understanding of figurative language, word relationships, and nuances in word meaning in the context of conversations, reading, and writing about experiences, events, and ideas. ELA.11-12.L.4

- a Recognize, interpret, and use figures of speech, including hyperbole and paradox, in context and analyze their role in communicating nuanced meaning. ELA.11-12.L.4.A
- b Select and use rhetorical language for different purposes and audiences to intentionally shape tone and style. ELA.11-12.L.4.B
- c Analyze nuances in the meaning of words with similar denotations. ELA.11-12.L.4.C

RML Research and Media Literacy ELA.11-12.RML

Skip to main content

1. Students engage in research and inquiry by asking questions and seeking answers from information sources. ELA.11-12.RML.1
   a. Ask different types of questions, narrowing or broadening the inquiry as understanding of the topic evolves. ELA.11-12.RML.1.A
   b. Generate ideas for how to initiate their search based on prior knowledge. ELA.11-12.RML.1.B
   c. Select and access print, digital, and human information sources most relevant to the discipline and context of the inquiry. ELA.11-12.RML.1.C
   d. Assess the strength and limitations of a variety of digital tools to search for or generate information. ELA.11-12.RML.1.D
   e. Gather and determine the most relevant information using a variety of strategies to support inquiry. ELA.11-12.RML.1.E
   f. Synthesize new learning to use and/or share. ELA.11-12.RML.1.F
2. Students analyze how people's reactions to and interpretations of media messages are affected. ELA.11-12.RML.2
   a. Analyze how perspectives affect reactions to and interpretations of media messages. ELA.11-12.RML.2.A
   b. Analyze how emotional responses to media messages affect reactions and interpretations. ELA.11-12.RML.2.B
   c. Analyze how relevant cognitive biases affect reactions to and interpretations of media messages. ELA.11-12.RML.2.C
3. Students analyze the purposes of media messages and the techniques used to create them. ELA.11-12.RML.3
   a. Determine whether the main purpose of a media message is to inform, persuade, provoke, sell, or entertain. ELA.11-12.RML.3.A
   b. Analyze the techniques, including appeals and integration of multimedia, used to achieve the media message's purpose. ELA.11-12.RML.3.B
4. Students evaluate components of media messages, as well as content generated by technology, in the context of a need for information that's accurate, logical, and/or fair. ELA.11-12.RML.4
   a. Determine whether statements can be verified as true or false or need to be evaluated another way. ELA.11-12.RML.4.A
   b. Evaluate the accuracy of information that is either true or false by comparing what multiple reliable sources say about it. ELA.11-12.RML.4.B
   c. Analyze whether the visual or audio components of a media message represent its subject accurately and/or fairly, taking into account how digital media can be manipulated. ELA.11-12.RML.4.C
   d. Evaluate the strength of claims. ELA.11-12.RML.4.D

Skip to main content

5 Students evaluate the credibility of those responsible for media messages, as well as content-generating technology. ELA.11-12.RML.5

a Investigate to determine the individuals or organizations responsible for creating or amplifying media messages. ELA.11-12.RML.5.A

b Evaluate the expertise of those responsible for media messages. ELA.11-12.RML.5.B

c Evaluate the credibility of media messages by analying their record of accuracy, logic, and fairness. ELA.11-12.RML.5.C

d Determine whether a perspective or stance relevant to the topic is exhibited in media messages and, if so, to what extent it has been affected by bias. ELA.11-12.RML.5.D

Standard