FLORIDA DEPARTMENT OF EDUCATION
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Florida

ELA

Appendices

ELA Standards Map

Appendix A: Remarks and Examples

- Remarks and Examples for Grades K-12
  - Kindergarten
  - Grade 1
  - Grade 2
  - Grade 3
  - Grade 4
  - Grade 5
  - 6th Grade
  - 7th Grade
  - 8th Grade
  - 9th Grade
  - 10th Grade
  - 11th Grade
  - 12th Grade
- Glossary

Appendix B: Vocabulary

- Morphology
  - Greek and Latin Roots
  - Affixes
    - Common Prefixes
    - Suffixes
- Foreign Words and Phrases
- Word Relationships

Appendix C: Reading

- What is a Text?
- Selecting a Text
  - Text Complexity
    - Quantitative: Text Complexity Ranges from Multiple Measures
    - Text Complexity Rubric
    - Example Text Complexity Rubric for To Kill A Mockingbird
- Booklist: Sample Titles by Gradeband
  - K-1
  - 2-3
  - 4-5
  - 6-8
  - 9-12

Appendix D: Communication

- Written Communication
  - Writing Types
- Language Convention Resources and Clarification
  - Helpful lists
    - List of Frequently Occurring Irregular Nouns
    - List of Irregular Verbs
    - Lists of Prepositions
  - Conjugation of “to be”
  - Case
  - Complete Sentence ToolKit
  - Conjunctions
  - Mood
  - Parallel Structure
  - Parts of Speech
  - Phrase Types
  - Pronoun Usage
  - Sentence Structures and Clauses
  - Verb Tenses
  - Voice

Appendix E: Reading Foundations

- Introduction
- Resources for Reading Foundations
- Measures of Fluency
  - Sample Oral Reading Fluency Rubric
- Decoding and Fluency Interventions for Secondary Students
  - Learner Profiles
  - Learning Environment Considerations
  - Developmental Appropriateness
  - Sample Activities for Non-proficient Adolescent Readers
- Glossary for Reading Foundations

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ELA Standards Map

Strand	Standard	Benchmark	Coded	Notes
ELA Expectations (EE)	K-12 expectations (1)	Citing Evidence (1)	EE.1.1	K-12 ELA fundamentals affecting each strand
		Reading Complex Text for Multiple Purposes (2)	EE.1.2	
		Inferencing (3)	EE.1.3	
		Using New Vocabulary (4)	EE.1.4	
		Discussing Collaboratively (5)	EE.1.5	
		Actively Listening (6)	EE.1.6	
		Monitoring Understanding (7)	EE.1.7	
		Producing Quality Work (8)	EE.1.8	
		Using Appropriate Voice and Tone (9)	EE.1.9	
		Citing, Summarizing, and Paraphrasing (10)	EE.1.10	
Reading (R)	Reading Prose and Poetry (1)	Literary Elements (1)	R.1.1	
		Theme (2)	R.1.2	
		Perspective and Point of View (3)	R.1.3	
		Poetry (4)	R.1.4	
		Multiple Interpretations of a Text (5)	R.1.5	
		Comparative Reading (6)	R.1.6	

	Reading Informational Text (2)	Structure (1)	R.2.1	
		Central Idea (2)	R.2.2	
		Purpose and Attitude (3)	R.2.3	
		Argument (4)	R.2.4	
		Comparative Reading (5)	R.2.5	
	Reading Across Genres (3)	Figurative Language (1)	R.3.1	
		Paraphrasing and summarizing (2)	R.3.2	
		Understanding Rhetoric (3)	R.3.3	
Communication (C)	Written Communication (1)	Handwriting (1)	C.1.1	
		Narrative Writing (2)	C.1.2	
		Argumentative Writing (3)	C.1.3	
		Expository Writing (4)	C.1.4	
		Research (5)	C.1.5	
		Improving Writing (6)	C.1.6	
		Sharing Writing (7)	C.1.7	
	Oral Communication (2)	Oral Presentation (1)	C.2.1	
	Conventions (3)	Conventions (1)	C.3.1	
	Technology (4)	Integrating Technology (1)	C.4.1	
Vocabulary (V)	Finding Meaning (1)	Academic Vocabulary (1)	V.1.1	
		Morphology (2)	V.1.2	
		Context and Connotation (3)	V.1.3	
Foundations (F)	Elementary (1)	Print Concepts (1)	F.1.1	
		Phonological Awareness (2)	F.1.2	
		Phonics and Word Analysis (3)	F.1.3	
		Fluency (4)	F.1.4	

	Striving (2)	Phonological Awareness (1)	F.2.1	Mastery-based, for students needing reading interventions
		Phonics (2)	F.2.2	
		Encoding (3)	F.2.3	
		Fluency (4)	F.2.4	

Appendix A: Remarks and Examples

Remarks and Examples for Grades K-12

Kindergarten

Reading	
ELA.K.R.1 Reading Prose and Poetry	
ELA.K.R.1.1	Identify and discuss the main character(s), setting, and important events in a literary text.
ELA.K.R.1.3	Explain the roles of author and illustrator of a literary text.
ELA.K.R.1.4	Identify rhyme in a poem.
ELA.K.R.1.5	Discuss and describe illustrations in a text.
ELA.K.R.1.6	Discuss characters' experiences in stories.

ELA.K.R.2 Reading Informational Text	
ELA.K.R.2.1	Use titles, headings, and illustrations to predict and confirm the topic of grade-level informational texts.
ELA.K.R.2.2	Identify the topic of and multiple details in a grade-level informational text.
ELA.K.R.2.5	Discuss the difference between opinions and facts about a topic.
ELA.K.R.2.6	Identify similarities between two informational texts on the same topic.

ELA.K.R.3 Reading Across Genres	
ELA.K.R.3.1	Identify and discuss examples of descriptive words in text(s).
ELA.K.R.3.2	Retell a text in oral form to enhance comprehension: a. using main story elements for a literary text; b. using topic and details for an informational text.

Communication	
ELA.K.C.1 Written Communication	
ELA.K.C.1.1	Print many upper- and lowercase letters.
<u>Remarks/Examples:</u> Students should attend to spacing between letters and/or words.	
ELA.K.C.1.2	Tell a story using a combination of drawing, dictating, and writing, organizing the events in chronological order.
ELA.K.C.1.3	Express an opinion about a topic or text with at least one supporting reason.
<u>Remarks/Examples:</u> The product can be written, oral, drawing, dictating, or a combination of all.	
ELA.K.C.1.4	Create an expository text about a topic using drawing, dictating, and/or writing.
ELA.K.C.1.5	Recall information to answer a question about a single topic.

ELA.K.C.1.6	With guidance and support from adults, develop drawing and writing as needed by planning, revising, and editing.
ELA.K.C.1.7	Explore digital tools to produce and publish writing with peers and with support from adults.

ELA.K.C.2 Oral Communication	
ELA.K.C.2.1	Present information orally using complete sentences.

ELA.K.C.3 Conventions	
ELA.K.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Form regular plural nouns orally by adding /s/ or /es/. Use interrogatives to ask questions.	

ELA.K.C.4 Technology	
ELA.K.C.4.1	Explore multimedia elements to enhance oral or written tasks.
Remarks/Examples: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or a digital representation. At this grade level, the element should relate to the task but that relationship may be tangential.	

Vocabulary	
ELA.K.V.1 Finding Meaning	
ELA.K.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to prior knowledge.

Foundational Skills	
ELA.K.F.1 Foundational Reading Skills	
ELA.K.F.1.1	Demonstrate knowledge of the concept of print and how it is organized and read. a. Locate a printed word on a page. b. Distinguish letters from words. c. Identify the separate sounds in a spoken sentence. d. Match print to speech to demonstrate that language is represented by print. e. Identify parts of a book. (e.g., front cover, back cover, title page)

	f. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. g. Name all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.
ELA.K.F.1.2	Demonstrate understanding of phonological awareness. a. Identify and produce alliterative and rhyming words. b. Blend and segment syllables in spoken words. c. Blend and segment onset and rimes of single syllable words. d. Identify and produce words beginning with the same phoneme. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.
ELA.K.F.1.3	Utilize knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the long and short sounds for the five major vowels. c. Recognize common high-frequency words. (e.g., the, of, to, you, she, my, is, are, do, does) d. Decode and encode consonant-vowel-consonant (CVC) words.

Grade 1

Reading	
ELA.1.R.1 Reading Prose and Poetry	
ELA.1.R.1.1	Identify and describe the main story elements to retell the beginning, middle, and end of a literary text.
ELA.1.R.1.2	Identify and discuss the moral of a story.
ELA.1.R.1.3	Identify who is telling the story throughout a literary text.
ELA.1.R.1.4	Identify parts of poems using the terms rhyme and stanza.
ELA.1.R.1.5	Describe how illustrations support understanding of the characters, setting, and events in a variety of formats.
ELA.1.R.1.6	Compare and contrast characters' experiences in stories.

ELA.1.R.2 Reading Informational Texts	
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, and/or illustrations to demonstrate understanding of grade-level informational texts.
ELA.1.R.2.2	Identify the topic and important details in a grade-level informational text.
ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in a text.
ELA.1.R.2.4	Discuss the author's opinion(s) about the topic of grade-level informational texts.
ELA.1.R.2.5	Identify similarities and differences between two informational texts on the same topic.

ELA.1.R.3 Reading Across Genres	
ELA.1.R.3.1	Identify and discuss examples of descriptive words and phrases in text(s).
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension: a. using main story elements at the beginning, middle, and end for a literary text; b. using topic and important details for an informational text.

Communication	
ELA.1.C.1 Written Communication	
ELA.1.C.1.1	Print all upper- and lowercase letters.
Remarks/Examples: Students should have adequate spacing between letters and/or words.	
ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
ELA.1.C.1.3	Write an opinion about a topic or text with at least one supporting reason and some sense of closure.
ELA.1.C.1.4	Write an expository text about a topic, based on a source, providing facts and a sense of closure.
ELA.1.C.1.5	Recall or gather information to answer a question or show a sequence of steps or instructions.
ELA.1.C.1.6	With guidance and support from adults, develop writing as needed by planning, revising, and editing.
ELA.1.C.1.7	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

ELA.1.C.2 Oral Communication	
ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.

ELA.1.C.3 Conventions	
ELA.1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Use subject-verb agreement in simple sentences. Form and use the simple verb tenses for regular verbs. Subject-verb agreement refers to the subject and verb agreeing in number: both being plural or both being singular.	

ELA.1.C.4 Technology	
ELA.1.C.4.1	Use a multimedia element to enhance oral or written tasks.
Remarks/Examples: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.	

At this grade level, the element should relate to the task. For example, a student may include a picture of the sun because the experience happened in the summertime. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.

Vocabulary	
ELA.1.V.1 Finding Meaning	
ELA.1.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, prior knowledge, and reference materials to determine the meaning of unknown words.

Foundational Skills	
ELA.1.F.1 Foundational Reading Skills	
ELA.1.F.1.1	a. Demonstrate knowledge of the concept of print and how text is organized and read by locating the title, table of contents, names of author and illustrator, glossary, and index of a book. b. Recognize that words are comprised of letters, which represent a specific pronunciation and meaning.
ELA.1.F.1.2	Demonstrate understanding of phonological awareness. a. Identify and produce alliterative and rhyming words. b. Blend and segment syllables in spoken words. c. Blend and segment onset and rimes of single syllable words. d. Identify and produce words beginning with the same phoneme. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.
ELA.1.F.1.3	Utilize knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the long and short sounds for the five major vowels. c. Recognize common high-frequency words. (e.g., the, of, to, you, she, my, is, are, do, does) d. Decode and encode consonant-vowel-consonant (CVC) words.
ELA.1.F.1.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Reading	
ELA.2.R.1 Reading Prose and Poetry	
ELA.2.R.1.1	Identify a character's traits and feelings and describe the events and setting in a literary text.
ELA.2.R.1.2	Explain and discuss the theme of stories.
ELA.2.R.1.3	Identify different characters' perspectives in a literary text.
ELA.2.R.1.4	Identify parts of poems using the terms line, line break, and rhyme scheme.
ELA.2.R.1.5	Describe how illustrations support and add meaning in a variety of written formats.
ELA.2.R.1.6	Compare and contrast different versions of the same story.

ELA.2.R.2 Reading Informational Texts	
ELA.2.R.2.1	Explain how text features including titles, headings, captions, graphs, maps, and/or illustrations contribute to the meaning of grade-level informational texts.
ELA.2.R.2.2	Identify the central idea and important details in a grade-level informational text.
ELA.2.R.2.3	Explain an author's purpose in an informational text.
ELA.2.R.2.4	Identify an author's opinion(s) and the supporting details in grade-level informational texts.
ELA.2.R.2.5	Compare and contrast important details presented by two informational texts on the same topic.

ELA.2.R.3 Reading Across Genres	
ELA.2.R.3.1	Identify and discuss examples of figurative language, including similes, idioms, and alliteration in text(s).
ELA.2.R.3.2	Retell a text to enhance comprehension: a. using main story elements in a logical sequence for a literary text; b. using the central idea and important details for an informational text.

Communication	
ELA.2.C.1 Written Communication	
ELA.2.C.1.1	Demonstrate legible printing skills.
ELA.2.C.1.2	Write personal or fictional narratives using an understandable sequence of events, including transitional words and a sense of closure.
ELA.2.C.1.3	Write an opinion that introduces a topic or text with reasons supported by details and provide a concluding sentence or section.
ELA.2.C.1.4	Write expository texts to introduce a topic, using a source, and providing facts and a conclusion.
ELA.2.C.1.5	Participate in research to gather information to answer questions about a single topic using multiple sources.

ELA.2.C.1.6	With guidance and support from adults and feedback from peers, develop writing as needed by planning, revising, and editing.
ELA.2.C.1.7	Use digital tools to produce and publish writing individually or with peers and with support from adults.

ELA.2.C.2 Oral Communication	
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume, and clear pronunciation.
Remarks/Examples: Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.	

ELA.2.C.3 Conventions	
ELA.2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Form and use regular and frequently occurring irregular plural nouns. Form and use the past tense of frequently occurring irregular verbs.	

ELA.2.C.4 Technology	
ELA.2.C.4.1	Use one or more multimedia element(s) to enhance oral or written tasks.
Remarks/Examples: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.	

Vocabulary	
ELA.2.V.1 Finding Meaning	
ELA.2.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.3	Identify and use context clues, word relationships, prior knowledge, and reference materials to determine the meaning of unknown words.

Foundational Skills

ELA.2.F.1 Foundational Reading Skills	
ELA.2.F.1.3	Utilize knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Know spelling-sound correspondences for inconsistent vowel teams (e.g., oo, ea, ou) vowel diphthongs (e.g., oi, oy, ow), and r-controlled vowels. b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. (See Standard 2.V.1.2) e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost). f. Recognize irregularly spelled words appropriate to the grade.
ELA.2.F.1.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Grade 3

Reading	
ELA.3.R.1 Reading Prose and Poetry	
ELA.3.R.1.1	Explain how one or more characters develop throughout a literary text.
ELA.3.R.1.2	Explain the theme and how it develops, using details in a literary text.
ELA.3.R.1.3	Explain different characters' perspectives in a literary text.
ELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku, and limerick.
ELA.3.R.1.5	Describe how illustrations contribute to the meaning of texts in a variety of written formats.
ELA.3.R.1.6	Compare and contrast the story elements of specific texts within the same genre.

ELA.3.R.2 Reading Informational Texts	
ELA.3.R.2.1	Explain how text features contribute to the meaning and identify the text structures of chronology, comparison, and cause/effect in grade-level informational texts.
ELA.3.R.2.2	Identify the central idea of a grade-level informational text and explain how important details support that idea.
ELA.3.R.2.3	Explain an author's position toward a topic in an informational text.
ELA.3.R.2.4	Explain the author's opinion and supporting details in grade-level informational texts.
ELA.3.R.2.5	Compare and contrast how two authors present information on the same topic in informational texts.

ELA.3.R.3 Reading Across Genres	
ELA.3.R.3.1	Identify and explain examples of figurative language including metaphors, personification, and hyperbole in text(s).

ELA.3.R.3.2	Retell a text to enhance comprehension: a. using main story elements following plot structure for a literary text; b. using the central idea and important details for an informational text.

Communication	
ELA.3.C.1 Written Communication	
ELA.3.C.1.1	Demonstrate beginning cursive writing skills.
ELA.3.C.1.2	Write personal or fictional narratives using an understandable sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
ELA.3.C.1.3	Write an opinion that introduces a topic or text, include reasons supported by details, and provide a conclusion.
ELA.3.C.1.4	Write expository texts to introduce a topic, using one or more sources, providing facts and details, some elaboration, transitions, and a conclusion.
ELA.3.C.1.5	Conduct research to answer a question, organizing information about the topic from multiple sources.
ELA.3.C.1.6	With guidance and support from adults and feedback from peers, develop and strengthen writing as needed by planning, revising, and editing.
ELA.3.C.1.7	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

ELA.3.C.2 Oral Communication	
ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
Remarks/Examples: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the first grade level within this standard that introduces an expectation regarding content, that it be in a logical sequence. A student may self-correct an error in sequence.	

ELA.3.C.3 Conventions	
ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Form and use irregular plural nouns. Form and use the progressive and perfect verb tenses.	

ELA.3.C.4 Technology	
ELA.3.C.4.1	Use two or more multimedia elements to enhance oral or written tasks.
Remarks/Examples: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation.	

At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

Vocabulary	
ELA.3.V.1 Finding Meaning	
ELA.3.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.3.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade- level content.
ELA.3.V.1.3	Use context clues, figurative language, word relationships, and/or reference materials to determine the correct meaning of multiple-meaning and unknown words and phrases, appropriate to grade-level.

Foundational Skills	
ELA.3.F.1 Foundational Reading Skills	
ELA.3.F.1.3	Utilize knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See Standard 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est). c. Decode words with multiple syllables. d. Recognize irregularly spelled words appropriate to grade-level.
ELA.3.F.1.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Grade 4

Reading	
ELA.4.R.1 Reading Prose and Poetry	
ELA.4.R.1.1	Explain how setting, events, and character development contribute to the plot in a literary text.
ELA.4.R.1.2	Explain the stated or implied theme and how it develops, using details from the text, including how characters respond to situations and how the speaker reflects upon a topic in a literary text.
ELA.4.R.1.3	Identify the narrator's point of view and explain the difference between a narrator's point of view and a character's perspective in a literary text.
ELA.4.R.1.4	Describe how imagery, rhyme, and stanzas work together in a poem.
ELA.4.R.1.5	Describe how visual elements contribute to the meaning of texts in a variety of written and multimedia formats.
ELA.4.R.1.6	Compare and contrast story elements of specific texts across genres.

ELA.4.R.2 Reading Informational Texts	
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of chronology, comparison, cause/effect, problem/solution, and description in grade-level informational texts.
ELA.4.R.2.2	Explain how important details support the central idea, implied or explicit, of a grade-level informational text.
ELA.4.R.2.3	Explain the development of an author's purpose and/or position in an informational text.
ELA.4.R.2.4	Identify an author's claim and explain how an author uses supporting details to support the claim in grade-level informational texts.
ELA.4.R.2.5	Compare and contrast two secondhand accounts of the same event.

ELA.4.R.3 Reading Across Genres	
ELA.4.R.3.1	Explain how figurative language contributes to meaning.
ELA.4.R.3.2	Retell a text to enhance comprehension: a. including plot and theme for a literary text; b. including the central idea and important details for an informational text.

Communication	
ELA4.C.1 Written Communication	
ELA.4.C.1.1	Demonstrate legible cursive writing skills.
ELA.4.C.1.2	Write personal or fictional narratives using a logical sequence of events, including effective techniques such as descriptions and transitional words and phrases.
ELA.4.C.1.3	Write an opinion or make a claim supporting a point of view with logical reasons and details and provide a conclusion.
ELA.4.C.1.4	Write expository texts to introduce a topic, using multiple sources, including an organizational pattern, elaboration, transitions, and a conclusion.
ELA.4.C.1.5	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.
ELA.4.C.1.6	Improve writing by planning, revising, and editing, with guidance and support from peers and adults.
ELA.4.C.1.7	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

ELA.4.C.2 Oral Communication	
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
Remarks/Examples: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.	

ELA.4.C.3 Conventions	
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Use principle modals to indicate the mood of a verb. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Order adjectives within sentences according to conventional patterns. In English, when multiple adjectives modify a word, they are arranged in the following order: Number→ Opinion→ Size→ Age→ Shape→ Color→ Origin→ Material→ Purpose	

ELA.4.C.4 Technology	
ELA.4.C.4.1	Arrange multimedia elements to create emphasis in oral or written tasks.
Remarks/Examples: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.	

Vocabulary	
ELA.4.V.1 Finding Meaning	
ELA.4.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.3	Use context clues, figurative language, word relationships, and/or reference materials to determine the correct meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Foundational Skills	
ELA.4.F.1 Foundational Reading Skills	
ELA.4.F.1.3	Utilize knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
ELA.4.F.1.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Grade 5

Reading
ELA.5.R.1 Reading Prose and Poetry

ELA.5.R.1.1	Analyze how setting, events, and characterization advance the plot in a literary text.
ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout the same or multiple literary texts.
ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.
ELA.5.R.1.4	Describe how figurative language and other poetic elements work together in a poem.
ELA.5.R.1.5	Analyze how visual elements contribute to the meaning of texts in a variety of written and multimedia formats.
ELA.5.R.1.6	Compare and contrast literary texts from a variety of cultural perspectives.

ELA.5.R.2 Reading Informational Texts	
ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of grade-level informational texts.
ELA.5.R.2.2	Explain how important details support the central idea(s), implied or explicit, of a grade-level informational text.
ELA.5.R.2.3	Analyze an author's purpose and/or position in an informational text.
ELA.5.R.2.4	Explain an author's claim and the reasons and evidence used to support the claim in grade-level informational texts.
ELA.5.R.2.5	Compare and contrast a firsthand and secondhand account of the same event.

ELA.5.R.3 Reading Across Genres	
ELA.5.R.3.1	Explain how figurative language contributes to meaning in text(s).
ELA.5.R.3.2	Retell a text to enhance comprehension: a. including plot and theme for a literary text; b. including the central idea and important details for an informational text.

ELA.5.C.1 Written Communication	
ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills.
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and effective techniques such as dialogue, description, and transitional words and phrases.
ELA.5.C.1.3	Write an opinion or make a claim supporting a point of view with logical reasons, details, and an evident organizational structure.
ELA.5.C.1.4	Write expository texts to introduce a topic using multiple sources and including an organizational pattern, effective elaboration, and varied transitions.
ELA.5.C.1.5	Conduct research to answer a question, organizing information about the topic, using multiple reliable and valid sources.
ELA.5.C.1.6	Improve writing by planning, revising, editing, and rewriting with guidance and support from peers and adults.
ELA.5.C.1.7	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

ELA.5.C.2 Oral Communication

ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

Remarks/Examples:

Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the first grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

ELA.5.C.3 Conventions	
ELA.5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Remarks/Examples:

Students are expected to be able to use coordinating, correlative, and subordinating conjunctions to join words and phrases. Part of that includes using the proper punctuation when it is required. There is no expectation that students should be able to identify words as a specific type of conjunction without a context from which that judgment can be made. Many of these words can act as other parts of speech so context is vital.

ELA.5.C.4 Technology	
ELA.5.C.4.1	Arrange multimedia elements into oral or written tasks to create emphasis and/or clarity.

Remarks/Examples:

Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

Vocabulary	
ELA.5.V.1 Finding Meaning	
ELA.5.V.1.1	Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech to determine the meaning of unfamiliar words in grade-level content.
ELA.5.V.1.3	Use context clues, figurative language, word relationships, and/or reference materials to determine the correct meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Foundational Skills	
ELA.5.F.1 Foundational Reading Skills	
ELA.5.F.1.3	Utilize knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
ELA.5.F.1.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

6th Grade

Reading	
ELA.6.R.1 Reading Prose and Poetry	
ELA.6.R.1.1	Analyze how the interaction between characters in a literary text contributes to the development of a plot.
ELA.6.R.1.2	Analyze the development of stated or implied theme(s) throughout the same or multiple literary texts.
ELA.6.R.1.3	Explain the influence of multiple narrators and/or shifts in point of view on a literary text.
ELA.6.R.1.4	Distinguish among various poetic forms, identifying examples.
ELA.6.R.1.5	Compare and contrast a subject or important scene in multiple media interpretations of a literary text.
ELA.6.R.1.6	Compare and contrast how authors from different time periods address the same or related topics in literary texts.

ELA.6.R.2 Reading Informational Text	
ELA.6.R.2.1	Explain how individual text sections and/or features convey a purpose or meaning of grade-level informational texts.
ELA.6.R.2.2	Explain how an author uses facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a grade-level informational text.
ELA.6.R.2.3	Analyze authors' purposes and/or tones in multiple accounts of the same event or topic in informational text(s).
ELA.6.R.2.4	Track the development of an argument in grade-level informational texts, identifying the specific claim(s), evidence, and reasoning.
ELA.6.R.2.5	Compare and contrast how different authors address the same or related topics in informational texts.

ELA.6.R.3 Reading Across Genres	
ELA.6.R.3.1	Analyze how figurative language contributes to meaning in text(s).
ELA.6.R.3.2	Paraphrase content from grade-level texts.

ELA.6.R.3.3	Identify rhetorical appeals in a text.

Communication	
ELA.6.C.1 Written Communication	
ELA.6.C.1.2	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
ELA.6.C.1.3	Write and support a claim using logical reasoning, evidence, and an evident organizational structure.
ELA.6.C.1.4	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational pattern.
ELA.6.C.1.5	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.
ELA.6.C.1.6	Improve writing by planning, revising, editing, and rewriting with guidance and support from peers and adults.
ELA.6.C.1.7	Use digital tools to produce writing, citing sources.

ELA.6.C.2 Oral Communication	
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Remarks/Examples: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.	

ELA.6.C.3 Conventions	
ELA.6.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.	

ELA.6.C.4 Technology	
ELA.6.C.4.1	Integrate diverse digital media into oral or written tasks to enhance engagement.
Remarks/Examples: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add	

information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

Vocabulary	
ELA.6.V.1 Finding Meaning	
ELA.6.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.6.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples: Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/). Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Remarks/Examples: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.	

b. The process of adding single units of sound with meaning to existing word parts to encode a given word.	
ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.
Remarks/Examples: Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text. Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.	

7th Grade

Reading	
ELA.7.R.1 Reading Prose and Poetry	
ELA.7.R.1.1	Analyze the impact of setting on character development and plot in a literary text.
ELA.7.R.1.2	Compare two or more themes and their development throughout the same or multiple literary texts.
ELA.7.R.1.3	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.
ELA.7.R.1.4	Analyze the impact of various poetic forms on meaning and style.
ELA.7.R.1.5	Analyze the treatment of a subject or important scene in multiple media interpretations of a literary text.
ELA.7.R.1.6	Compare and contrast how authors with conflicting perspectives address the same or related topics in literary texts.

ELA.7.R.2 Reading Informational Text	
ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose and/or meaning of grade-level informational texts.
ELA.7.R.2.2	Explain how an author uses relevant facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a grade-level informational text.
ELA.7.R.2.3	Explain the role of bias in the development of an author's purpose and/or tone in an informational text.
ELA.7.R.2.4	Track the development of an argument in grade-level informational texts, analyzing the types of reasoning used and their effectiveness.
ELA.7.R.2.5	Compare and contrast how authors with conflicting viewpoints address the same topic in informational texts.

ELA.7.R.3 Reading Across Genres

ELA.7.R.3.1	Analyze how figurative language contributes to meaning and explain selected examples of allusions in text(s).
ELA.7.R.3.2	Paraphrase content from grade-level texts.
ELA.7.R.3.3	Explain the meaning or significance of rhetorical devices in a text.

Communication	
ELA.7.C.1 Written Communication	
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.
ELA.7.C.1.3	Write and support a claim, using an evident organizational structure, logical reasoning, evidence, and acknowledging at least one counterclaim.
ELA.7.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
ELA.7.C.1.5	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
ELA.7.C.1.6	Improve writing by planning, revising, editing, and rewriting, considering changes recommended by peer and adult feedback.
ELA.7.C.1.7	Use digital tools to produce and share writing, citing sources.

ELA.7.C.2 Oral Communication	
ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea.
Remarks/Examples: At this grade level, the emphasis shifts from the mechanics of presenting to the content. Students are still expected to follow earlier expectations: volume, pronunciation, and pacing.	

ELA.7.C.3 Conventions	
ELA.7.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Students should be able to use the 4 main sentence structure and interweave them for effect. The four main structures are simple, compound, complex, and compound-complex.	

ELA.7.C.4 Integrating Technology	
ELA.7.C.4.1	Integrate diverse digital media into oral or written tasks to build cohesion.
Remarks/Examples: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the	

presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

Vocabulary	
ELA.7.V.1 Oral Communication	
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.7.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples: Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/). Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Remarks/Examples: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.	

b. The process of adding single units of sound with meaning to existing word parts to encode a given word.	
ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.
Remarks/Examples: Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text. Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.	

8th Grade

Reading	
ELA.8.R.1 Reading Prose and Poetry	
ELA.8.R.1.1	Analyze relationships between character development, setting, and plot in a literary text.
ELA.8.R.1.2	Analyze two or more themes and their development throughout the same or multiple literary texts.
ELA.8.R.1.3	Analyze how an author develops the perspectives of different characters, identifying how the author represents diverse voices.
ELA.8.R.1.4	Analyze structure, sound, imagery, and figurative language in poetry.
ELA.8.R.1.5	Compare and contrast multiple media interpretations of a literary text.
ELA.8.R.1.6	Explain how mythical or classical literary texts have been adapted to reflect different cultures.

ELA.8.R.2 Reading Informational Text	
ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning of grade-level informational texts.
ELA.8.R.2.2	Explain how an author uses relevant facts, definitions, concrete details, quotations, and/or anecdotes to develop the central idea(s) in a grade-level informational text.
ELA.8.R.2.3	Analyze the role of bias in the development of authors' purposes and/or tones in multiple informational texts.
ELA.8.R.2.4	Track the development of an argument in grade-level informational texts, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
ELA.8.R.2.5	Compare and contrast how different authors address the same or related topics, comparing the authors' choices in conveying information in terms of the facts presented.

ELA.8.R.3 Reading Across Genres	
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
ELA.8.R.3.2	Paraphrase content from grade-level texts.
ELA.8.R.3.3	Identify how an author's rhetorical devices support or advance the appeal.

Communication	
ELA.8.C.1 Written Communication	
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
ELA.8.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning and credible evidence.
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, refining the topic using relevant supporting details, logical organization, and varied purposeful transitions.
Remarks/Examples: Students should be able to use narrative techniques to strengthen argument writing where appropriate.	
ELA.8.C.1.5	Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
ELA.8.C.1.6	Improve writing by planning, revising, editing, and rewriting, considering changes recommended by peer and adult feedback, revising for clarity and cohesiveness.
ELA.8.C.1.7	Use a variety of digital tools to collaborate with others to produce writing, citing sources.

ELA.8.C.2 Oral Communication	
ELA.8.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence.
Remarks/Examples: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.	

ELA.8.C.3 Conventions	
ELA.8.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Students will be able to use verbs with attention to voice and mood.	

ELA.8.C.4 Integrating Technology	
ELA.8.C.4.1	Integrate diverse digital media into oral or written tasks to emphasize the relevance of a topic or idea.
Remarks/Examples:	

Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, audio or digital representation.

At this grade level, students are using more than one element. The elements should be of different types. The elements should relate directly to the presentation and bring the information from the presentation together for a sense of completeness. The elements should be smoothly integrated into the presentation.

Vocabulary	
ELA.8.V.1 Oral Communication	
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. c. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser Orally breaking cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples: Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/). Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Remarks/Examples:	

Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word. a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words. b. The process of adding single units of sound with meaning to existing word parts to encode a given word.	
ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.
Remarks/Examples: Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text. Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.	

9th Grade

Reading	
ELA.9.R.1 Reading Prose and Poetry	
ELA.9.R.1.1	Explain how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.9.R.1.2	Analyze universal themes and their development throughout the same or multiple literary texts.
ELA.9.R.1.3	Explain the influence of shifting narrator points of view on a text, explaining how the author represents diverse voices.
ELA.9.R.1.4	Analyze the characters, structures, and themes of epic poetry.
ELA.9.R.1.5	Analyze differences in multiple media interpretations of a literary text.
ELA.9.R.1.6	Analyze the ways in which authors have adapted mythical or classical literary texts.

ELA.9.R.2 Reading Informational Text	
ELA.9.R.2.1	Analyze how multiple text structures and/or features convey a purpose and/or meaning in a grade-level informational text.
ELA.9.R.2.2	Explain how the author develops the central idea(s) of a grade-level informational text and how the rhetorical appeals and devices advance the central idea(s).
ELA.9.R.2.3	Explain how an author's diction and syntax establishes a tone and achieves a purpose in an informational text.
ELA.9.R.2.4	Compare the development of two opposing arguments on the same topic in grade-level informational texts, evaluating the effectiveness and validity of the claims.

ELA.9.R.2.5	Compare and contrast how different authors address the same or related topics, comparing the authors' choices in conveying information in terms of the facts presented and soundness of the reasoning.

ELA.9.R.3 Reading Across Genres	
ELA.9.R.3.1	Analyze the author's figurative language and explain examples of allegory.
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.3	Explain the relationship among the rhetorical devices in a text.

Communication	
ELA.9.C.1 Written Communication	
ELA.9.C.1.2	Write narratives using narrative techniques, varied transitions, and a clearly established point of view.
ELA.9.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence, rebutting counterclaims with relevant evidence, and maintaining an appropriate tone.
Remarks/Examples: Students should be able to choose between a formal and informal tone and use narrative techniques to strengthen argument writing where appropriate.	
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.
ELA.9.C.1.5	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.
ELA.9.C.1.6	Improve writing by considering, and incorporating where appropriate, changes recommended by peers, adults, and/or online editing tools, revising for clarity and cohesiveness.
ELA.9.C.1.7	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

ELA.9.C.2 Oral Communication	
ELA.9.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
Remarks/Examples: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.	

ELA.9.C.3 Conventions	
ELA.9.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Students will be able to use parallel structure. See Communication Appendix for explanation.	

ELA.9.C.4 Integrating Technology	
ELA.9.C.4.1	Create digital presentations that display coherent ideas and a clear perspective.
Remarks/Examples: The presentation may be delivered live or delivered as a stand alone digital experience.	

Vocabulary	
ELA.9.V.1 Oral Communication	
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.9.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.9.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples: Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/). Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
Remarks/Examples:	

Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Remarks/Examples:

Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text.

Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.

10th Grade

Reading	
ELA.10.R.1 Reading Prose and Poetry	
ELA.10.R.1.1	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.10.R.1.2	Analyze and compare universal themes and their development throughout the same or multiple literary texts.
ELA.10.R.1.3	Analyze cultural experiences reflected in a text and how the author represents diverse voices.
ELA.10.R.1.4	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.
ELA.10.R.1.5	Compare multiple interpretations of a myth or parable, analyzing how each version interprets the original source.
ELA.10.R.1.6	Compare and contrast the use of archetypes in literary texts.

ELA.10.R.2 Reading Informational Text	
ELA.10.R.2.1	Analyze the development of multiple text structures and the use of features in grade-level informational text(s).
ELA.10.R.2.2	Analyze how the author develops the central idea(s) of a grade-level informational text and how rhetorical appeals and devices advance the central idea(s).
ELA.10.R.2.3	Explain how rhetorical appeals and figurative language establish a tone and achieve a purpose in grade-level informational texts.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic in grade-level informational texts, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

ELA.10.R.2.5	Compare and contrast how contemporaneous authors address the same or related topics, comparing the authors' choices in conveying information, and analyzing the texts within the context of the time period.

ELA.10.R.3 Reading Across Genres	
ELA.10.R.3.1	Analyze how figurative language creates mood or tone in text(s).
ELA.10.R.3.2	Paraphrase content from grade-level texts.
ELA.10.R.3.3	Analyze rhetoric in a text.

Communication	
ELA.10.C.1 Written Communication	
ELA.10.C.1.2	Write narratives using an appropriate pace to create tension, mood, and tone.
ELA.10.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence, rebutting counterclaims with relevant evidence, maintaining a formal and objective tone.
Remarks/Examples: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than propaganda techniques. Use narrative techniques to strengthen writing where appropriate.	
ELA.10.C.1.4	Write expository texts to explain and interpret information from multiple sources, using a logical organization, sophisticated transitions, and a tone and voice appropriate to the task.
ELA.10.C.1.5	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.
ELA.10.C.1.6	Improve writing by considering, and incorporating where appropriate, changes recommended by peers, adults, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.1.7	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

ELA.10.C.2 Oral Communication	
ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
Remarks/Examples: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.	

ELA.10.C.3 Conventions	
ELA.10.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples:	

Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

ELA.10.C.4 Integrating Technology	
ELA.10.C.4.1	Create digital presentations to improve understanding of findings, reasoning, and evidence.
Remarks/Examples: The presentation may be delivered live or delivered as a stand alone digital experience.	

Vocabulary	
ELA.10.V.1 Oral Communication	
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.10.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	. Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples: Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/). Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Remarks/Examples:
Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Remarks/Examples:
Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text.

Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.

11th Grade

Reading	
ELA.11.R.1 Reading Prose and Poetry	
ELA.11.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.11.R.1.2	Track and analyze recurring themes in literary texts from varied time frames and cultures.
ELA.11.R.1.3	Analyze the author's choices in narrator point of view, including how the author represents, misrepresents, and/or omits diverse voices.
ELA.11.R.1.4	Analyze ways in which poetry reflects themes and issues of its time period.
ELA.11.R.1.5	Compare multiple interpretations of works of literature that reflect a common literary heritage or expand understanding of different human experiences, analyzing how each version interprets the original source.
ELA.11.R.1.6	Compare and contrast a contemporary literary text with its classic source text.

ELA.11.R.2 Reading Informational Text	
ELA.11.R.2.1	Evaluate the structure(s) and features in grade-level informational texts.
ELA.11.R.2.2	Analyze how an author develops two or more central ideas of grade-level informational texts.
ELA.11.R.2.3	Analyze an author's stylistic choices in establishing a tone and achieving a purpose.

ELA.11.R.2.4	Compare the development of multiple arguments on the same topic in grade-level informational texts, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.
ELA.11.R.2.5	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

ELA.6.R.3 Reading Across Genres	
ELA.11.R.3.1	Analyze how figurative language creates mood or tone in text(s).
ELA.11.R.3.2	Paraphrase content from grade-level texts.
ELA.11.R.3.3	Evaluate an author's rhetoric in text(s).

Communication	
ELA.11.C.1 Written Communication	
ELA.11.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives.
ELA.11.C.1.3	Write literary analyses to support claims, using logical reasoning and credible evidence, demonstrating an understanding of literary elements.
Remarks/Examples: Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate.	
ELA.11.C.1.4	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience.
ELA.11.C.1.5	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.
ELA.11.C.1.6	Improve writing by considering, and incorporating where appropriate, changes recommended by peers, adults, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.1.7	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

ELA.11.C.2 Oral Communication	
ELA.11.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.
Remarks/Examples: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate eye contact, volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the standard, building on what students have learned in R.3.2 and giving them a chance to apply it.	

ELA.11.C.3 Conventions	
ELA.11.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: Students should be able to use the following techniques to increase flow in their writing: ● Vary sentence structure ● Eliminate repetition or wordiness ● Use transitions effectively ● Optimize structure and organization for clarity	

ELA.11.C.4 Integrating Technology	
ELA.11.C.4.1	Create digital presentations to improve the experience of the audience.
Remarks/Examples: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.	

Vocabulary	
ELA.11.V.1 Oral Communication	
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.11.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students.	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

Remarks/Examples:
Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/).

Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.

ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Remarks/Examples:
Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Remarks/Examples:
Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text.

Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.

12th Grade

Reading	
ELA.12.R.1 Reading Prose and Poetry	
ELA.12.R.1.1	Synthesize understanding of key elements to enhance or add layers of meaning and/or style in a literary text.
ELA.12.R.1.2	Analyze two or more themes and evaluate their development in the same or multiple literary texts.
ELA.12.R.1.3	Evaluate narrator point of view and character perspective, including the author's treatment of diverse voices.
ELA.12.R.1.4	Evaluate works of major poets in their historical context.
ELA.12.R.1.5	Analyze multiple interpretations of a literary text, evaluating how each version interprets the original source.
ELA.12.R.1.6	Analyze the influence of classic literature on contemporary world literary texts.

ELA.12.R.2 Reading Informational Text

ELA.12.R.2.1	Evaluate the structure(s) and features in grade-level informational texts, identifying how the author could make the text(s) more effective.
ELA.12.R.2.2	Evaluate how an author develops two or more central ideas of grade-level informational texts, identifying how the author could make the support more effective.
ELA.12.R.2.3	Evaluate how style establishes a tone and achieves a purpose.
ELA.12.R.2.4	Compare the development of multiple arguments in related grade-level informational texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
ELA.12.R.2.5	Compare the methods of two authors writing in the same genre, evaluating their texts in terms of reasoning, support, and use of rhetoric.

ELA.12.R.3 Reading Across Genres	
ELA.12.R.3.1	Evaluate an author's figurative language in text(s).
ELA.12.R.3.2	Paraphrase content from grade-level texts.
ELA.12.R.3.3	Evaluate rhetoric across multiple texts on the same topic.

Communication	
ELA.12.C.1 Written Communication	
ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
ELA.12.C.1.3	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence, demonstrating a thorough understanding of the subject.
ELA.12.C.1.4	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice.
ELA.12.C.1.5	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
ELA.12.C.1.6	Improve writing by considering, and incorporating where appropriate, changes recommended by peers, adults, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.1.7	Create, publish, and share multimedia texts through a variety of digital formats.

ELA.12.C.2 Oral Communication	
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
Remarks/Examples: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate eye contact, volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students should be able	

to read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this standard.

ELA.12.C.3 Conventions	
ELA.12.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
Remarks/Examples: At this stage, students should be incorporating the concepts from C.2.1 K-11 into their use of language.	

ELA.12.C.4 Integrating Technology	
ELA.12.C.4.1	Design and evaluate digital presentations for effectiveness.
Remarks/Examples: The presentation may be delivered live or delivered as a stand alone digital experience.	

Vocabulary	
ELA.12.V.1 Oral Communication	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.12.V.1.2	Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.
ELA.12.V.1.3	Apply knowledge of context clues, figurative language, word relationships, and/or reference materials to determine the correct connotative and denotative meaning of words and phrases, appropriate to grade level.

Foundational Skills –Only for students receiving reading interventions	
ELA.612.F.2 Foundational Reading Skills for Striving Secondary Students	
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds within grade-level texts. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.
Remarks/Examples: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds and the oral segmentation of words based on syllables. It does not involve print or letter knowledge. a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser b. Orally break cat into c-a-t/ orally breaking trouser into trou-ser	
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
Remarks/Examples:	

Phonics refers to the relationship between letter knowledge and their corresponding sounds. Phonics includes single letter sounds (/p/, /l/, /m/) as well as multiple letter sounds (/sh/, /sch/).

Since morphemes represent the smallest unit of sound with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning. Common morphemes include sub-, trans-, dis-, -able, -less, -tion.

ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

Remarks/Examples:

Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics and morphology to move from the oral to the written word.

a. The process of encoding sounds through letters (s, r) , consonant blends (sh, sk), digraphs (ay, ew) or trigraphs (sch, thr) using conventional spelling patterns to form words.
b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

ELA.612.F.2.4	Read grade-level texts with accuracy, appropriate speed, and appropriate prosody or expression.

Remarks/Examples:

Fluency incorporates three key components of reading: speed, accuracy, and prosody. Prosody is the expression a reader communicates while reading. Prosody demonstrates that a reader understands the purpose of a text.

Fluency rates fluctuate depending on difficulty of text. A reader must demonstrate accuracy to be considered fluent at a given level.

Glossary

Key Word	Definition	Word Family Words	Synonyms
accuracy	freedom from mistake or error conformity to truth or to a standard or model	accurate, accurately, accurateness	correctness,exactness, precision, veracity
affix	a letter or group of letters added to the beginning or end of a word to change its meaning : a prefix or suffix	affixes	prefix, suffix,
allegory	the expression by means of symbolic fictional figures and actions of truths or generalizations about human existence a symbolic representation		apologue, fable, parable
allusion	an implied or indirect reference especially in literature the act of making an indirect reference to something : the act of alluding to something		
analyze	to study or examine something in detail, in order to discover more about it	analysis, analyses, analysts, analytic, analytical, analytically	breakdown, deconstruct, dissect
archetype	the original pattern or model of which all things of the same type are representations or copies		
argument	a coherent series of reasons, statements, or facts intended to support or establish a point of view	argue, argumentative, argumentation	claim, dispute, assertion
audience	the people who watch, read, or listen to something	audiences	readers, public, following,listenership, readership, viewership, followers
author's purpose	an author's purpose for writing a text: Informational/Expository: to convey information accurately and serve one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept Argument/Opinion: to present information in a reasoned, logical way demonstrating that the writer's opinion or claim is valid		writer's purpose, author's intent
base word	the part of the word that cannot be broken down		root
bias	cause to feel or show inclination or prejudice for or against someone or something.	biased , biases	favor, subjectivity, one-sidedness, partiality, partisanship, prejudice, preference

cause and effect	noting a relationship between actions or events such that one or more are the result of the other or others.		
character	one of the individuals in a work of fiction	characterize, characterization	role, part, person, individual
cite	to speak or write words taken from a particular writer or written work, giving credit to the original source to refer specifically to a source	cites, cited, citing, citation, citations	quote, reference, attribution, credit
claim	to say that something is true or is a fact, although you cannot prove it and other people might not believe it a statement that something is true or is a fact, although other people might not believe it	claims, claimed, claiming, claimant	assertion, argument
clarify	to make or become more easily understood	clarification, clarifying, clarifies, clarifier	clear up, construe, explain, explicate, expound, get across, illuminate, simplify
coherent	logical and well-organized easy to understand able to talk or express yourself in a clear way that can be easily understood	coherence, coherently	logical, rational, reasonable, sensible, sound, valid, well-founded, well-grounded, clear, understandable
cohesive	naturally or logically connected holding together	cohesion	connected, close-knit, united
compare and contrast	to note what is similar and different about two or more things		
complex	consisting of many different and connected parts	complexity, complexness	complicated, detailed, involved, elaborate
comprehend	to understand fully	comprehends, comprehended, comprehension, comprehensible	apprehend, catch on (to), decipher, get, grasp, perceive, understand
conclusion	to end something such as a speech, conversation, or piece of writing to have a particular opinion about something after thinking carefully about it	concluded, concludes, concluding, conclusion, conclusions, conclusive, conclusively	closure, completion, consequence, denouement, development, ending, outcome, result
connotation/ connotative language	language that communicates a feeling or idea that is suggested by a word in addition to its basic meaning, or something suggested by an object or situation	connotation, connotes,	overtone, significance, undertone, association, essence, hint, nuance, suggestion
contemporaneous	existing, occurring, or originating during the same time		contemporary
context	the situation within which something exists or happens, and that can help explain it the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning	contexts, contextual	background, situation, text, frame of reference
conventions	commonly accepted rules of written English e.g., spelling, usage, punctuation, capitalization, and sentence formation	convention, conventional	custom, rule, tradition, norm,
counterclaim	an opposing claim; a claim made in reply to another claim and different from it	counterclaims, counterclaimed, counterclaiming, counterclaimant	rebuttal, reply, counterargument

demonstrate	to show or make something clear to show something and explain how it works	demonstrable, demonstrably, demonstrated, demonstrates, demonstrating, demonstration, demonstrations, demonstrative, demonstratively, demonstrator, demonstrators	establish, prove, show, substantiate, validate
denotation	the meaning of a word or phrase, usually as defined by a dictionary	denote, denotes, denoted, denotations, denotative	meaning, name, definition
develop	to bring out the possibilities of to begin to exist or be present gradually to create over time to grow or cause to grow more mature, or more advanced	development, develops, developing, developed, undeveloped, developmental	elaborate, evolve, unfold, open, evolve, progress, expand upon
distinguish	to notice or recognize a difference between people or things to know the difference to make someone or something different or special in some way to see or hear someone or something clearly	distinguished, distinguishes, distinguishing, distinguishable	differentiate, discern, discriminate, separate
epic	a long narrative poem in elevated style recounting the deeds of a legendary or historical hero extending beyond the usual or ordinary especially in size or scope		legend, narrative, tale, saga, heroic poem
evaluate	to judge or calculate the quality, importance, amount, or value of something	evaluative, evaluation	appraise, assess, rate,value
evidence	Source-based information including facts, figures, and details used to support the writer or speaker's main idea or claim	evident, evidences, evidential	indication, proof, substantiation
explain	to make clear to give the reasons for or cause of	explained, explanation, explanatory	clear up, demonstrate, explicate, expound, get across, simplify
explicit	so clearly expressed as to leave no doubt about the meaning	explicitly, explicitness	clear-cut, definite, definitive, specific, unambiguous, unequivocal
expository	of, relating to, or containing exposition; explaining or describing something		explanatory, explicatory
figurative language	language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech	figuratively	metaphor, allegory, emblem, symbolism, euphemism, nonliteral language
formal	following established form, custom, or rule suitable for a proper occasion	formality, formalize, informal,	accepted, decorous, genteel, polite, proper, respectable, conventional, orthodox
identify	to recognize or be able to name someone or something, or to prove who or what someone or something is	identification, identity,	distinguish, pinpoint, single out, determine
illustration	a picture or diagram that explains or decorates an example or instance used to make something clear	illustrate, illustrates, illustrated, illustrator, illustrators, illustrious, illustrative	diagram, figure, graphic, visual, drawing, illumination, image, pictogram, pictograph, picture
infer	to form an opinion from evidence to reach a conclusion based on known facts	infers, inferred, inference, inferences, inferential	decide, deduce, derive, extrapolate, gather, judge,

integrate	to combine two or more things in order to become more effective to combine ideas from sources with one's own ideas	integral, integrated, integration, integrating	amalgamate, blend, combine, conflate, fuse, incorporate, meld, merge, mingle, mix
interpretation	an explanation or opinion of what something means	interpret, interpretive, interpreting, interpreter	meaning, understanding
introduce	to bring forward for discussion or consideration to put in	introduced, introduces, introduction, introductory	begin, establish, initiate, institute, launch, set up, start
logical	according to a proper or reasonable way of thinking according to what is reasonably expected	logic, logically	rational, reasonable, sensible, sound, valid, well-founded, well-grounded
morphology	the system of word-forming elements and processes in a language	Morphological, morphologic, morphologically, morphologist	
multimedia	using, involving, or encompassing several media		mixed media
narrative	something (as a story) that is told in full detail	narratives, narrator, narrators, narration, narrations, narrating	account, chronicle, chronology, commentary, history, record, report, story
opposing	disagreeing or disapproving	oppose, opposes, opposed, opposition, opposite	conflicting, contending, rival
organize	to put things into a particular arrangement, order, or structure	organizes, organized, organization	arrange, array, classify, draw up, lay out, order, systematize
paraphrase	to say something that someone else has said or written using different words	paraphrases, paraphrased, paraphrasing	rephrasing, restatement, restating, rewording, translation
perspective	a particular attitude toward or way of regarding something	perspectives	outlook, perspective, position, standpoint, view
phoneme	any of the perceptually distinct units of sound in a specified language that distinguish one word from another	phonemes	
phrase	a group of two or more words that express a single idea but do not usually form a complete sentence a brief expression that is commonly used	phrasing, phrased, phrases	expression, idiom, motto, remark, saying, wording
plagiarism	an act of copying the ideas or words of another person without giving credit to that person	plagiarizing, plagiarist, plagiarized, plagiarizes	copying, falsification, literary theft, fraud, appropriation
plot	the plan or main story (as of a dramatic or literary work)	plots, plotting	scheme, plan, framework, story structure
point of view	in literary texts, the type of narration used (as in first- or third-person narration); a way of looking at or thinking about something	points of view	outlook, position, standpoint
prosody	the rhythmic and intonational aspect of language	prosodist	
reasoning	the process of thinking about something in a logical way in order to form a conclusion or judgment	reasoned, reasons, reason	interpretation, thinking, rationale, proposition, premise
relationship	the way in which two or more people or things are connected	related, relationships, relational	link, connection, affiliation, tie, correlation

research	careful study that is done to find and report new knowledge aboutsomething the activity of getting information about a subject	researched, researcher, researches, researching, researchers	exploration, inquiry, investigation, probe
relevant	related to a subject or to something happening or being discussed	relevance, relevancy	applicable, germane, pertinent, related, suited
revise	dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues	revises, revised, revision, revisions	alter, improve, modify, overhaul, rework, rewrite, revamp
rhetoric	the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people	rhetorical	oratory, oration, eloquence, elocution, flowery language
root	a word or part of a word from which other words are obtained by adding a prefix or suffix	root word	base, base word
sequence	a series of related things or events, or the order in which things or events follow each other	sequenced, sequential	progression, procession, succession, cycle
setting	the time, place, and circumstances in which something occurs or develops the time and place of the action of a literary, dramatic, or cinematic work the scenery used in a theatrical or film production	set, settings	background, environment, environs, milieu, context
source	a person, text, document, or primary reference work that provides information	sourced, sources,	author, origin, text
structure	to plan, organize, or arrange the parts of something the way that something is arranged or organized	structured, structures, structural	format, framework, organization
summarize	to express or cover the main points briefly	summary, summarily, summarizing, summarized	abstract, boil down, brief, digest, encapsulate, outline, recap, recapitulate, sum up, wrap up
support	information and evidence used to prove or corroborate something. using information or evidence to show or seem to prove something to be true	supporting, supportive, supported	uphold, back, corroborate, help
syllables	any one of the parts into which a word is naturally divided when it is pronounced a unit of spoken language that consists of one or more vowel sounds alone or with one or more consonant sounds coming before or following	syllabic, syllabled	
synthesize	to make something by combining different things to combine things in order to make something new	synthesizes, synthesized, synthesizing, synthesis, synthetic	Incorporate, amalgamate, blend, unify
technique	a way of performing a skillful activity, or the skill needed to do it	techniques	approach, means, tactic, procedure, facility
text features	the components of a story or article that are not the main body of text, including the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled		

	diagrams		
theme	the underlying message or big idea of a talk, book, film, or other work	themes, themed, thematic	message, purpose, essence
tone	a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing	tones, toned, tonal	manner, style, character, nature, vein, mode
topic	someone or something that people talk or write about	topics, topical	subject, matter, subject matter, content
track	to follow something that moves or changes by noticing elements it leaves behind	tracking, tracked, trackable, tracker	trace, follow
transition	to shift from one thing to another smoothly and without interruption words, phrases, clauses, or sentences used to connect ideas and move the reader or listener through a response	transitional, transitory, transitions	change, segue, shift, pivot, continuation, juncture
universal theme	an idea that applies to anyone, anywhere, regardless of cultural differences	universally, universality	common theme, global theme

Appendix B: Vocabulary

Morphology

Greek and Latin Roots

Third - Fifth Grade Suggested List			
Root	**Meaning**	**Examples**	**Origin**
ant, anti	against, opposed to, preventative	antagonist, antibiotic	Greek
aqua	water	aquarium, aquatic	Latin
aud	to hear	audiobook, audience	Latin
auto	self	autobiography, autograph	Greek
bio	life	biology, biography	Greek
cent	one hundred	century, percent	Latin
chron	time	chronological, chronic	Greek
cir/circum	around	circumference, circumstance, circular	Latin
duc/duct	lead, make	deduce, produce, educate	Latin
form	shape	formation, format	Latin
geo	earth	geography, geology	Greek
graph	write	autograph, graphic	Greek
hetero	different	heteronym, heterogeneous	Greek
homo	same	homonym, homogenous	Greek
logy	study of	biology, zoology	Greek
mal	bad	malfunction, malpractice, maleficence	Latin
meter/metr	measure	thermometer, perimeter	Greek
micro	small	microscope, microphone	Greek
mono	one	monologue, monotonous	Greek
multi	many	multimedia, multitask	Latin
photo	light	photograph, photosynthesis	Greek
port	to carry	import, transportation	Latin
scope	viewing instrument	microscope, telescope	Greek
spect	to look	inspection, spectator	Latin
tele	far off	television, telephone	Greek
vid/vis	to see	visual, video	Latin

Sixth - Eighth Grade Suggested List			
Root	**Meaning**	**Examples**	**Origin**
ast/aster/astro	star	astrology, astronomy, astronaut	Greek
bene	good	beneficial, benefactor	Latin
contra/counter	against, opposite	contraindicated, counterintuitive	Latin
ante, anti	before, prior to	antecedent, anticipate	Latin
dys	bad, difficult	dysfunction, dyslexia	Greek
fac	to do; to make	factory, manufacture	Latin
hydr	water	hydration, dehydrate	Greek
hypo	under, beneath	hypothermia, hypodermic	Greek
ject	throw	projector, object	Latin
jud	judge	judgment, misjudge	Latin
morph	form, shape	morpheme, metamorphosis	Greek
mis/miso	hate	misanthrope, misogyny	Greek
nym	name	synonym, antonym	Greek
phob	fear	agoraphobia, claustrophobic	Greek
psych	mind	psychology, psychedelic	Greek
scrib/scribe	to write	scribble, script	Latin
therm	heat	thermal, thermometer	Greek

Affixes

Common Prefixes

Common Prefixes		
Prefix	**Definition**	**Examples**
anti-	against	antibiotic, anticlimax
auto-	self	autograph, autobiography
bi-	two	bicycle, binocular
de-	opposite	devalue, dehumidify
dis-	not; opposite of	detach, deploy
en-, em-	cause to	empower, entangle
fore-	before; front of	forecast, foresee
in-, im-, il-, ir-	not	impossible, innocent
inter-	between; among	international, interject
micro-	small	microscope, microwave
mid-	middle	midway, midday
mis-	wrongly	misunderstand, misconduct
multi-	many; much	multicolor, multipurpose
non-	not	nonsense, nondescript
oct-	eight	octopus, octagon
over-	over; too much	overall, overworked
poly-	many; much	polygon, polymer
pre-	before	prevent, preview
quad-	four	quadrilateral, quadrant
re-	again	rebuild, recall
semi-	half; partly; not fully	semicircle, semiformal
sub-	under	submarine, subconscious
tele	far, distant	telephone, television
trans-	across; change; through	transfer; transportation
super-	above; beyond	superhuman, superficial
trans-	across	transcontinental, translucent
tri	three	tripod, triangle
un-	not; opposite of	unable, unhappy
uni-	one	unicycle, unicorn
under-	under; too little	underground, undercurrent

Suffixes

Common Suffixes		
Suffix	**Definition**	**Examples**
-able, -ible	is; can be	collectable, gullible
-age	result of an action; collection	manage, acreage
-al, -ial	having characteristics of	circumstantial, seasonal
-an	one having a certain skill; relating to; belonging to	American, electrician
-ed	past tense verbs; adjectives	accomplished, accepted
-en	made of	hydrogen, mistaken
-ence, -ance	act; condition of	excellence, importance
-er, -or	one who; action or process; more	teacher, boxer
-est	the most	coldest, largest
-ent, -ant	an action; condition; causing a specific action	student, contestant
-ful	full of	beautiful, hateful
-ic	having characteristics of	historic, asymmetric
-ies	plural, more than one	parties, babies
-ing	verb forms; present participles	helping, running
-ion, -tion, -ation, -tion	act; process	confusion, inspection
-ity, -ty	state of	responsibility, specialty
-ive, -ative, -itive	adjective form of noun	active, comparative
-ize	to make; to cause to become	criticize, apologize
-less	without	helpless, effortless
-logy, -ology	science of; study of	biology, archeology
-ly	how something is	fluently, briefly
-ment	state of being; act of	payment, employment
-ness	state of; condition of	sickness, wilderness
-ous, -eous, -ious	having qualities of	courageous, gracious
-s, -es	more than one	books, boxes
-y	characterized by	cloudy, thirsty

Foreign Words and Phrases

Foreign Phrases (Latin)	English Meaning		Foreign Phrases (French)	English Meaning
ad hoc	concerned with a particular purpose; improvised		au revoir	goodbye, until we see each other again
bona fides	good faith; sincere, involving no deceit or fraud		c'est la vie	that's life, that's how things happen
carpe diem	seize the day		coup de grâce	a decisive finishing blow
caveat emptor	let the buyer beware		coup d'état	overthrow of a government by a group
de facto	in reality, actually existing		déjà vu	something overly familiar
in extremis	in extreme circumstances		fait accompli	an accomplished fact, presumably irreversible
in medias res	in the midst of things		faux pas	a social blunder
in toto	altogether		merci	thank you
modus operandi	a method of procedure		tête-à-tête	private conversation between two people
modus vivendi	a way of living, getting along			
persona non grata	an unacceptable or unwelcome person			
prima facie	at first view, apparently; self-evident			
pro bono publico	for the public good			
pro forma	for the sake of form, carried out as a matter of formality			
quid pro quo	something given or received in exchange for something else			
requiescat in pace	may he or she rest in peace			
sub rosa	secretly			

Word Relationships

Relationship	Definition	Examples
Synonym	Two words having the same or nearly the same meaning	strong : powerful tired : lethargic stroll : amble
Antonym	Two words having opposite meanings	hot : cold punctual : tardy gorgeous : grotesque
Homonym	Two words having the same pronunciation and spelling, but having different meanings	lie (untruth) : lie (prone) address (location) : address (speak to) current (flow of water) : current (up-to-date)
Homophone	Two words having the same pronunciation, but having different spellings and meanings	there : their to : too here : hear
Analogy: Part to whole	A piece or portion of something related to the total object	sole : shoe petal : flower wall : room
Analogy: Whole to part	The whole is related to one of its parts	tree : trunk house : room car : tire
Analogy: Age or size	An animate (living) object related to a younger or older object of the same type; An inanimate (nonliving) object related to a bigger or smaller object of the same type	fawn : deer television : movie screen wristwatch: wall clock
Analogy: Person to location	A relationship between a person and a place	chef : restaurant student : school President : White House
Analogy: Object to use	An object related to its function	oven : bake soap : clean broom : sweep
Analogy: Category to example	A general category related to a specific example within that category	fruit : apple feeling : anger tool : hammer
Connotation: increasing intensity	A relationship increasing in intensity between two words with similar connotation and shades of meaning	big: large: huge: gigantic: enormous: colossal

Connotation: decreasing intensity	A relationship decreasing in intensity between two words with similar connotation and shades of meaning	weak : frail : feeble freezing : cold : temperate gigantic : huge : big

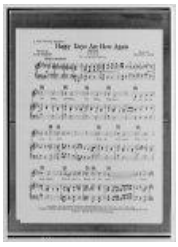
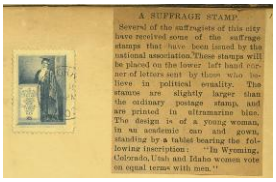
Appendix C: Reading

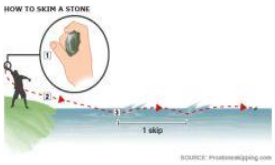
What is a Text?

What is a text?

“In academic terms, a text is anything that conveys a set of meanings to the person who examines it.”

The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

“There is no out-side text.”
Jacques Derrida





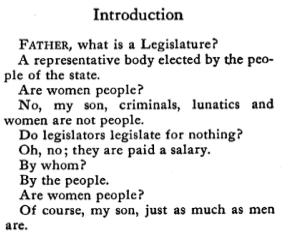
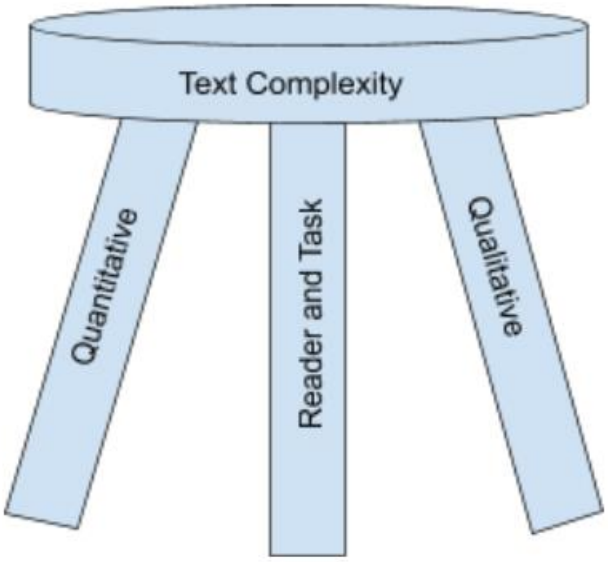


Photo credit: All images taken from loc.gov

For the purposes of text within the standard, the full breadth of the term text is intended. The standards are meant to prepare students to be able to “read” a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Selecting a Text

Text Complexity



There are three components of text complexity: Qualitative, quantitative, and student-centric. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text.

Quantitative: Text Complexity Ranges from Multiple Measures

Grade Level	Flesch-Kincaid	Lexile	Fountas and Pinnell	DRA
K – 1st	-1.3 – 2.18	BR – 430L	A – I	A – 16
2nd – 3rd	1.98 – 5.34	420L – 820L	E – Q	6 – 40
4th – 5th	4.51 – 7.73	740L – 1010L	M – V	24 – 50
6th – 8th	6.51 – 10.34	925L – 1185L	T – Z	44 – 80
9th – 10th	8.32 – 12.12	1050L – 1335L		
11th – 12th	10.34 – 14.2	1185L – 1385L		

Text Complexity Rubric

Low Complexity		Mid Complexity		High Complexity
Qualitative				
The text has a single layer of meaning explicitly stated.		Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.		The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.		Figurative language is used to build on what has already been stated plainly in the text.		Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.		The author's purpose may not be explicitly stated, but is readily inferred from a reading of the text.		The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.		The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.		The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.		Graphics are not essential to understanding the text, but do expand on the information found in the text.		Graphics are essential to the understanding of the text and contain information not expressed in the written text.

Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.		The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.		The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.
Low Complexity		Mid Complexity		High Complexity
Quantitative				
Text is below or at the lower end of the grade level band according to a quantitative reading measure.		Text is in the midrange of the grade level band according to a quantitative reading measure.		Text is at the higher end of or above the grade level band according to a quantitative reading measure.
Student-centered				
Students can fully understand the text without specific background knowledge.		Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.		For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student, without the student consciously applying comprehension strategies.		The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.		The text may demand stamina, comprehension and inferential skills at the student's upper boundary of the student's developmental level.

The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.		The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.		The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.		The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.		The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Example Text Complexity Rubric for To Kill A Mockingbird

Low Complexity		Mid Complexity		High Complexity
Qualitative				
The text has a single layer of meaning explicitly stated.		Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.		The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.		Figurative language is used to build on what has already been stated plainly in the text.		Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.		The author's purpose may not be explicitly stated, but is readily inferred from a reading of the text.		The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.		The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.		The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Note: No Graphics	Graphics are not essential to understanding the text, but do expand on the information found in the text.		Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.		The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.		The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can read with ambiguity.

Low Complexity		Mid Complexity		High Complexity
Quantitative				
Text is below or at the lower end of the grade level band according to a quantitative reading measure.	Lexile - 870	Text is in the midrange of the grade level band according to a quantitative reading measure.		Text is at the higher end of or above the grade level band according to a quantitative reading measure.
Student-centered				
Students can fully understand the text without specific background knowledge.		Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.		For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student, without the student consciously applying comprehension strategies.		The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.		The text may demand stamina, comprehension and inferential skills at the student's upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.		The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.		The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.

The task associated with the text is of a low content complexity level, involving one cognitive step.	Note- Answer will vary depending on the assigned task.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.		The task associated with the text is of a high content complexity level, involving multiple cognitive steps.

Booklist: Sample Titles by Gradeband

K-1

Author	Title	Genre
Adler, David	A Picture Book of George Washington Carver	Biography/Autobiography
Adler, David	How Tall, How Short, How Far Away	Nonfiction: Science, Social Studies, and Mathematics
Aesop	The Lion and the Mouse	Fiction: Classic and Contemporary
Aker, Suzanne	What Comes in 2's, 3's and 4's?	Nonfiction: Science, Social Studies, and Mathematics
Aliki	William Shakespeare and the Globe	Biography/Autobiography
Aliki	The Story of Johnny Appleseed	Folklore/ Fairy Tales
Aliki	Corn Is Maize: The Gift of the Indians	Nonfiction: Science, Social Studies, and Mathematics
Aliki	Digging Up Dinosaurs	Nonfiction: Science, Social Studies, and Mathematics
Aliki	My Five Senses	Nonfiction: Science, Social Studies, and Mathematics
Anno, Mitsumasa	Anno's Math Games	Nonfiction: Science, Social Studies, and Mathematics
Anderson, Hans Christian	The Emperor's New Clothes	Fiction: Classic and Contemporary
Anderson, Hans Christian	The Ugly Duckling	Fiction: Classic and Contemporary
Asbjornsen, Peter Christen	Three Billy Goats Gruff	Folklore/ Fairy Tales
Brett, Jan	The Mitten	Fiction: Classic and Contemporary
Brett, Jan	Goldilocks and the Three Bears	Folklore/ Fairy Tales

Birdwell, Norman	Clifford (series)	Fiction: Classic and Contemporary
Bourgeois, Paulette	Franklin (series)	Fiction: Classic and Contemporary
Brown, Marc	Arthur (series)	Fiction: Classic and Contemporary
Brown, Margaret Wise	Goodnight Moon	Fiction: Classic and Contemporary
Brown, Margaret Wise	The Big Red Barn	Poetry
Carle, Eric	The Very Hungry Caterpillar	Fiction: Classic and Contemporary
Chandra, Deborah and Comora, Madeleine	George Washington's Teeth	Biography/Autobiography
Ciardi, John	You Read to Me, I'll Read to You	Poetry
Clement, Nathan	Drive	Fiction: Classic and Contemporary
Crews, Donald	Ten Black Dots	Nonfiction: Science, Social Studies, and Mathematics
De Regniers, Beatrice	May I Bring A Friend?	Fiction: Classic and Contemporary
De Regniers, Beatrice	"Keep a Poem in Your Pocket"	Poetry
dePaola, Tomie	Strega Nona	Fiction: Classic and Contemporary
Freeman, Don	Corduroy	Fiction: Classic and Contemporary
Gag, Wanda	Millions of Cats	Fiction: Classic and Contemporary
Geisel, Theodor	Cat in the Hat	Fiction: Classic and Contemporary
Geisel, Theodor	Green Eggs and Ham	Fiction: Classic and Contemporary
Gibbons, Gail	Sharks	Nonfiction: Science, Social Studies, and Mathematics
Graham, Joan Bransfield	Flicker Flash	Poetry
Hawkins, Colin and Jacqui	Fairytale News	Folklore/ Fairy Tales

Hoban, Tana	Shapes	Nonfiction: Science, Social Studies, and Mathematics
Hoberman, Mary Ann	You Read to Me, I'll Read to You: Very Short Fairy Tales to Read Together	Folklore/ Fairy Tales
Huston, Gloria	My Great Aunt Arizona	Nonfiction: Science, Social Studies, and Mathematics
Hyman, Trina Schart	Little Red Ridding Hood	Fiction: Classic and Contemporary
Jenkins, Leonard	If Only I Had a Horn: Young Louis Armstrong	Biography/Autobiography
Kasza, Keiko	A Mother for Choco	Fiction: Classic and Contemporary
Kasza, Keiko	The Wolf's Chicken Stew	Fiction: Classic and Contemporary
Keats, Ezra Jack	Regards to the Man in the Moon	Fiction: Classic and Contemporary
Keats, Ezra Jack	The Snowy Day	Fiction: Classic and Contemporary
Keats, Ezra Jack	John Henry: An American Legend	Folklore/ Fairy Tales
Kellogg, Steven	The Three Little Pigs	Fiction: Classic and Contemporary
Kellogg, Steven	Paul Bunyan	Folklore/ Fairy Tales
Kellogg, Steven	Pecos Bill	Folklore/ Fairy Tales
Kunhardt, Edith	Honest Abe	Biography/Autobiography
Langton, Brian	H is for Hoosier: An Indiana Alphabet	Fiction: Classic and Contemporary
LeSieg, Theo	I Wish That I Had Duck Feet	Fiction: Classic and Contemporary
Levenson, George	Pumpkin Circle: Story of a Garden	Nonfiction: Science, Social Studies, and Mathematics
Lindberg, Reeve	Johnny Appleseed	Fiction: Classic and Contemporary
Lobel, Arnold	Frog and Toad Are Friends (series)	Fiction: Classic and Contemporary
Lobel, Arnold	Owl at Home	Fiction: Classic and Contemporary
Lopshire, Robert	Put Me in the Zoo	Fiction: Classic and

		Contemporary
Marshall, James	James Marshall's Mother Goose	Poetry
Mercer, Mayer	Just Me and My Dad	Fiction: Classic and Contemporary
McCloskey, Robert	Blueberries for Sal	Fiction: Classic and Contemporary
McCloskey, Robert	Make Way for Ducklings	Fiction: Classic and Contemporary
McGovern	Stone Soup	Fiction: Classic and Contemporary
Micklethwait, Lucy	A Child's Book of Art: Discover Great Paintings	Nonfiction: Science, Social Studies, and Mathematics
Milne, A.A	Winnie the Pooh	Fiction: Classic and Contemporary
Minarik, Else Holmelund	Little Bear	Fiction: Classic and Contemporary
Munsch, Robert	Love You Forever	Fiction: Classic and Contemporary
Myllar, Rolf	How Big Is a Foot?	Nonfiction: Science, Social Studies, and Mathematics
Numeroff, Laura	If You Give a Mouse a Cookie (series)	Fiction: Classic and Contemporary
Penn, Audrey	The Kissing Hand	Fiction: Classic and Contemporary
Pinkney, Jerry	The Three Billy Goats Gruff	Fiction: Classic and Contemporary
Piper, Watty	The Little Engine That Could	Fiction: Classic and Contemporary
Patricia Polacco	Just Plain Fancy	Fiction: Classic and Contemporary
Potter, Beatrix	The Tale of Peter Rabbit	Fiction: Classic and Contemporary
Prelutsky, Jack	Read-Aloud Rhymes for the Very Young selected	Poetry
Ransburg, Ashley	Evie Finds Her Family Tree	Fiction: Classic and Contemporary

Rey, H.A and Margaret	Curious George	Fiction: Classic and Contemporary
Richards, Laura	Eletelephony	Poetry
Riley, James Whitcomb	When the Frost Is on the Punkin	Poetry
Ringgold, Faith	If a Bus Could Talk: The Story of Rosa Parks	Biography/Autobiography
Rounds, Glen	I Know an Old Lady Who Swallowed a Fly	Poetry
Sendak, Maurice	Where the Wild Things Are	Fiction: Classic and Contemporary
Sendak, Maurice	Chicken Soup with Rice	Poetry
Steig, William	Doctor DeSoto	Fiction: Classic and Contemporary
Steptoe, John	Mufaro's Beautiful Daughters	Fiction: Classic and Contemporary
Slobodkina, Esphyr	Caps for Sale	Fiction: Classic and Contemporary
Van Allsburg, Chris	The Polar Express	Fiction: Classic and Contemporary
Wells, Rosemary	McDuff Moves In	Fiction: Classic and Contemporary
Yolen, Jane	Owl Moon	Poetry
Young, Ed	Lon Po Po: A Red Riding Hood Story from China	Folklore/ Fairy Tales
Zelinsky, Paul	The Wheels on the Bus	Poetry

2-3

Author	Title	Genre
Aardema, Verna	Bringing the Rain to Katiti Plain: A Nandi Tale	Folklore/Fairy Tales
Aardema, Verna	Why Mosquitoes Buzz in People's Ears	Folklore/Fairy Tales
Ackerman, Karen	Song and Dance Man	Fiction: Classic and Contemporary
Adler, David	Cam Jansen (series)	Fiction: Classic and Contemporary
Aylesworth, Jim	The Gingerbread Man	Folklore/Fairy Tales
Bang, Molly	The Paper Crane	Folklore/Fairy Tales
Bemelmans, Ludwig	Madeline Series	Fiction: Classic and Contemporary
Brenner, Barbara	If You Lived in Williamsburg In Colonial Days	Nonfiction: Science, Social Studies, and Mathematics
Bridges, Ru	Through My Eyes	Biography/Autobiography
Brown, Marcia	Stone Soup	Fiction: Classic and Contemporary
Bruel, Nick	Bad Kitty Gets a Bath	Fiction: Classic and Contemporary
Bryant, Jen	A Splash of Red	Biography/Autobiography
Bunting, Eve	How Many Days to America	Fiction: Classic and Contemporary
Burton, Virgina Lee	Mike Mulligan and His Steam Shovel	Fiction: Classic and Contemporary
Cameron, Ann	The Stories Julian Tells	Fiction: Classic and Contemporary
Cleary, Beverly	Ramona (series)	Fiction: Classic and Contemporary
Coerr, Eleanor	Buffalo Bill and the Pony Express	Fiction: Classic and Contemporary
Cohen, Barbara	Molly's Pilgrim	Fiction: Classic and Contemporary
Cole, Joanna	The Magic School Bus (series)	Nonfiction: Science, Social Studies, and Mathematics
Davidson, Margaret	Frederick Douglass Fights for Freedom	Biography/Autobiography
Davidson, Margaret	I Have a Dream: The Story of Martin Luther King	Biography/Autobiography
dePaola, Tomie	The Legend of the Bluebonnet	Folklore/Fairy Tales
dePaola, Tomie	The Legend of the Indian Paintbrush	Folklore/Fairy Tales
DiCamillo, Kate	Because of Winn-Dixie	Fiction: Classic and Contemporary
Dillon, Leo and Diane	Why Mosquitoes Buzz in People's Ears	Fiction: Classic and Contemporary
Estes, Eleanor	The Hundred Dresses	Fiction: Classic and Contemporary

Field, Rachel	Some People	Poetry
Greenfield, Eloise	Rosa Parks	Nonfiction: Science, Social Studies, and Mathematics
Gibbons, Gail	Weather Words and What They Mean	Nonfiction: Science, Social Studies, and Mathematics
Hammontree, Marie	Albert Einstein: Young Thinker	Biography/Autobiography
Harness, Cheryl	George Washington	Biography/Autobiography
Hennessy, B.G.	The Boy Who Cried Wolf	Fiction: Classic and Contemporary
Henkes, Kevin	The Year of Billy Miller	Fiction: Classic and Contemporary
Hicks, Kelli	Living and Nonliving	Nonfiction: Science, Social Studies, and Mathematics
Hodges, Margaret	Saint George and the Dragon	Folklore/Fairy Tales
Hoffman, Mary	Amazing Grace	Fiction: Classic and Contemporary
Holub, Joan	Little Red Writing	Fiction: Classic and Contemporary
Hopkins, H. Joseph	Tree Lady	Nonfiction: Science, Social Studies, and Mathematics
Hughes, Langston	“Grandpa’s Stories”	Poetry
Isadora, Rachel	Old Mikamba Had a Farm	Folklore/Fairy Tales
Jenkins, Steve	Just a Second	Nonfiction: Science, Social Studies, and Mathematics
Johnson, Lady Bird	Miss Lady Bird’s Wildflowers	Nonfiction: Science, Social Studies, and Mathematics
Keats, Ezra Jack	A Letter to Amy	Fiction: Classic and Contemporary
Keene, Carolyn	Nancy Drew and the Clue Crew (series)	Fiction: Classic and Contemporary
Kellogg, Steven	Paul Bunyan	Folklore/Fairy Tales
Kimmel, Eric	Anansi and the Moss-Covered Rock	Folklore/Fairy Tales
Kipling, Rudyard	“How the Leopard Got His Spots”	Folklore/Fairy Tales
Kirk, Daniel	Library Mouse	Fiction: Classic and Contemporary
Levine, Ellen	Henry’s Freedom Box: A True Story from the Underground Railroad	Biography/Autobiography
Lindgren, Astrid	Pippi Longstocking	Fiction: Classic and Contemporary
Lionni, Leo	It’s Mine!	Folklore/Fairy Tales
Lobel, Arnold	Frog and Toad Are Friends (series)	Fiction: Classic and Contemporary

Lobel, Arnold	Ming Lo Moves the Mountain	Folklore/Fairy Tales
MacDonald, Betty	Mrs. Piggle Wiggle	Fiction: Classic and Contemporary
MacLachlan, Patricia	Sarah, Plain and Tall	Fiction: Classic and Contemporary
Martin, Bill Jr.	Big Book of Poetry	Poetry
McCord, David	Books Fall Open	Poetry
McDonnell, Patrick	Me…Jane	Biography/Autobiography
McGovern, Ann	Wanted Dead or Alive: The True Story of Harriet Tubman	Biography/Autobiography
Millay, Edna St. Vincent	“City Trees”	Poetry
Moore, Eva	The Story of George Washington Carver	Biography/Autobiography
Moore, Eva	Buddy: The First Seeing Eye Dog	Nonfiction: Science, Social Studies, and Mathematics
Nash, Ogden	The Octopus	Poetry
Nelson, Kadir	Thunder Rose	Folklore/Fairy Tales
Parish, Peggy	Amelia Bedelia (series)	Fiction: Classic and Contemporary
Peet, Bill	The Caboose Who Got Loose	Fiction: Classic and Contemporary
Rex, Adam	Frankenstein Makes a Sandwich	Poetry
Riley, James Whitcomb	“The Raggedy Man”	Poetry
Rosen, Michael	Bananas in My Ears	Poetry
Rylant, Cynthia	Henry and Mudge (series)	Fiction: Classic and Contemporary
Schwartz, David	How Much is a Million?	Nonfiction: Science, Social Studies, and Mathematics
Scieszka, Jon	Knights of the Kitchen Table	Fiction: Classic and Contemporary
Sendak, Maurice	Chicken Soup with Rice	Poetry
Sewell, Marcia	The Pilgrims of Plimoth	Nonfiction: Science, Social Studies, and Mathematics
Silverstein, Shel	A Light in the Attic	Poetry
Silverstein, Shel	Where the Sidewalk Ends	Poetry
Simon, Seymour	Tornadoes	Nonfiction: Science, Social Studies, and Mathematics
Sharmat, Majorie	Nate the Great (series)	Fiction: Classic and Contemporary

Spier, Peter	The Star-Spangled Banner	Nonfiction: Science, Social Studies, and Mathematics
St. George, Judith	So You Want to Be President?	Nonfiction: Science, Social Studies, and Mathematics
Steptoe, John	Mufaro's Beautiful Daughters	Folklore/Fairy Tales
Sullivan, George	Paul Revere	Biography/Autobiography
Sullivan, George	Thomas Edison	Biography/Autobiography
Viorst, Judith	Alexander and the Terrible, Horrible, No Good, Very Bad Day	Fiction: Classic and Contemporary
Warner, Gertrude Chandler	Boxcar Children	Fiction: Classic and Contemporary
Weinstock, Robert	Food Hates You Too	Poetry
Williams, Margery	Velveteen Rabbit	Fiction: Classic and Contemporary
Williams, Vera	A Chair For My Mother	Fiction: Classic and Contemporary
Young, Ed	Lon Po Po	Folklore/Fairy Tales

Author	Title	Genre
Adler, David	Satchel Paige Don't Look Back	Biography/Autobiography
Adler, David	Working with Fractions	Nonfiction: Science, Social Studies, and Mathematics
Aesop	Aesop's Fables	Folklore/Mythology
Anderson, Laurie Halse	Forge	Historical Fiction
Armstrong, William Howard	Sounder	Fiction: Classic and Contemporary
Atwater, Florence and Richard	Mr. Popper's Penguins	Fiction: Classic and Contemporary
Avi	Poppy	Fiction: Classic and Contemporary
Avi	Crispin	Historical Fiction
Babbitt, Natalie	Tuck Everlasting	Fiction: Classic and Contemporary
Baum, Frank	The Wizard of Oz	Fiction: Classic and Contemporary
Byars, Betsy	The Cat Diaries: Secret Writing of the MEOW Society	Fiction: Classic and Contemporary
Blume, Judy	Tales of a Fourth Grade Nothing	Fiction: Classic and Contemporary
Bruchac, Joseph	The Trail of Tears	Nonfiction: Science, Social Studies, and Mathematics
Bryan, Ashley	Why Leopard Has Spots	Fiction: Classic and Contemporary
Burnett, Frances Hodgson	The Secret Garden	Fiction: Classic and Contemporary
Carroll, Lewis	Alice's Adventures in Wonderland	Fiction: Classic and Contemporary
Cleary, Beverly	Henry Huggins	Fiction: Classic and Contemporary
Clements, Andrew	Frindle	Fiction: Classic and Contemporary
Cousins, Margaret	The Story of Thomas Alva Edison: The Wizard of Menlo Park	Biography/Autobiography

Curtis, Christopher Paul	Bud, Not Buddy	Historical Fiction
Curtis, Christopher Paul	The Mighty Miss Malone	Historical Fiction
Curtis, Christopher Paul	Watsons Go to Birmingham – 1963	Historical Fiction
Dahl, Roald	The BFG	Fiction: Classic and Contemporary
Dahl, Roald	Charlie and the Chocolate Factory	Fiction: Classic and Contemporary
Danziger, Paula	Amber Brown (series)	Fiction: Classic and Contemporary
Davidson, Margaret	The Story of Jackie Robinson, Bravest Man in Baseball	Biography/Autobiography
Davies, Jacqueline	The Lemonade War (series)	Fiction: Classic and Contemporary
Denenberg, Barry	The Journal of William Thomas Emerson: A Revolutionary War Patriot	Historical Fiction
DiCamillo, Kate	Flora & Ulysses	Fiction: Classic and Contemporary
DiCamillo, Kate	The Tale of Despereaux	Fiction: Classic and Contemporary
EarthWorks Group	50 Simple Things Kids Can Do to Save the Earth	Nonfiction: Science, Social Studies, and Mathematics
Faulkner, William J.	The Days When the Animals Talked	Folklore/Mythology
Fitzhugh, Louise	Harriet the Spy	Fiction: Classic and Contemporary
Fleischman, Paul	WeslandiaF	Fiction: Classic and Contemporary
Fleischman, Sid	The Whipping Boy	Fiction: Classic and Contemporary
Fitzgerald, John	The Great Brain (series)	Fiction: Classic and Contemporary
Forbes, Esther	Johnny Tremain	Historical Fiction
Fritz, Jean	And Then What Happened, Paul Revere?	Historical Fiction
Fritz, Jean	Shh! We're Writing the Constitution	Nonfiction: Science, Social Studies, and Mathematics
Frost, Helen	Salt	Historical Fiction

Schmidt, Gary	Lizzie Bright and the Buckminster Boy	Historical Fiction
Giff, Patricia Reilly	Look Out, Washington, D.C.!	Fiction: Classic and Contemporary
Giovanni, Nikki	“My First Memory (of Librarians)”	Poetry
Grahame, Kenneth	The Wind in the Willows	Fiction: Classic and Contemporary
Gregory, Kristiana	The Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777	Historical Fiction
Hurwitz, Johanna	A Llama in the Family	Fiction: Classic and Contemporary
King-Smith, Dick	The Water Horse	Fiction: Classic and Contemporary
Kipling, Rudyard	“Rikki Tikki Tavi”	Short Stories
Konigsburg, E.L.	From the Mixed-Up Files of Mrs. Basil E. Frankweiler	Fiction: Classic and Contemporary
Landau, Elaine	The Declaration of Independence	Nonfiction: Science, Social Studies, and Mathematics
Lauber, Patricia	Lost Star: The Story of Amelia Earhart	Biography/Autobiography
Levine, Gail	Ella Enchanted	Fiction: Classic and Contemporary
Lewis, C.S.	The Lion, the Witch and the Wardrobe	Fiction: Classic and Contemporary
Lowry, Lois	The Giver	Fiction: Classic and Contemporary
Lowry, Lois	Number The Stars	Historical Fiction
McGovern, Ann	The Secret Soldier: The Story of Deborah Sampson	Historical Fiction
Mitchell, Minnie Bell and Dunham, Montrew	James Whitcomb Riley: Young Poet	Biography/Autobiography
Myers, Anna	The Keeping Room	Historical Fiction
Naylor, Phyllis Reynolds	Shiloh (trilogy)	Fiction: Classic and Contemporary
Nelson, Kadir	Nelson Mandela	Biography/Autobiography
Neuschwander, Cindy	Sir Cumference and the First Round Table: A Math Adventure	Nonfiction: Science, Social Studies, and Mathematics

North, Sterling	Rascal	Fiction: Classic and Contemporary
Norton, Mary	Bed-knob and Broomstick	Fiction: Classic and Contemporary
O'Brien, Robert	Mrs. Frisby and the Rats of NIMH	Fiction: Classic and Contemporary
O'Dell, Scott	Island of the Blue Dolphins	Historical Fiction
Peterson, Katherine	Bridge to Terabithia	Fiction: Classic and Contemporary
Polacco, Patricia	Pink and Say	Historical Fiction
Pyle, Howard	The Merry Adventures of Robin Hood	Folklore/Mythology
Rafe, Martin	The Rough-Face Girl	Folklore/Mythology
Raskin, Ellen	The Westing Game	Fiction: Classic and Contemporary
Rawls, Wilson	Where the Red Fern Grows	Fiction: Classic and Contemporary
Riley, James Whitcomb	"A Barefoot Boy"	Poetry
Rochelle, Belinda	Words with Wings: A Treasury of African American Poetry and Art	Poetry
Rogasky, Barbara	Leaf by Leaf	Poetry
Ryan, Pam Muñoz	Esperanza Rising	Fiction: Classic and Contemporary
Ryan, Pam Muñoz	Riding Freedom	Historical Fiction
Sachar, Louis	Holes	Fiction: Classic and Contemporary
Santat, Dan	Sidekicks	Fiction: Classic and Contemporary
Schanzer, Rosalyn	George Vs. George: The American Revolution as Seen from Both Sides	Nonfiction: Science, Social Studies, and Mathematics
Scieszka, Jon	Math Curse	Nonfiction: Science, Social Studies, and Mathematics
Selden, George	Cricket in Times Square	Fiction: Classic and Contemporary
Selznick, Brian	The Invention of Hugo Cabret: A Novel in Words and Pictures	Fiction: Classic and Contemporary

Singer, Isaac Bashevis	“Zlateh the Goat”	Short Stories
Soto, Gary	Selections from Baseball in April and Other Stories	Short Stories
Speare, Elizabeth George	The Sign of the Beaver	Historical Fiction
Sperry, Portia Howe and Donaldson, Lois	Abigail	Historical Fiction
Spinelli, Jerry	Maniac Magee	Fiction: Classic and Contemporary
Spyri, Johanna	Heidi	Fiction: Classic and Contemporary
Stevenson, Robert Louis	Treasure Island	Fiction: Classic and Contemporary
Thurber, James	Many Moons	Fiction: Classic and Contemporary
Thayer, Ernest Lawrence	“Casey at the Bat”	Poetry
Van Allsburg, Chris	Jumanji	Fiction: Classic and Contemporary
Vanderpool, Clare	Moon Over Manifest	Historical Fiction
Verne, Jules	20,000 Leagues Under the Sea	Fiction: Classic and Contemporary
White, E.B.	Charlotte’s Web	Fiction: Classic and Contemporary
Wilder, Laura Ingalls	Little House in the Big Woods	Historical Fiction
Williams-Garcia, Rita	One Crazy Summer	Historical Fiction
Williams-Garcia, Rita	P.S. Be Eleven	Historical Fiction

Author	Title	Genre
Addis, Ferdie	Opening Pandora's Box	Folklore/Mythology
Alcott, Louisa May	Little Women	Fiction: Classic and Contemporary
Carroll, Lewis	"Jabberwocky"	Poetry
Christie, Agatha	And Then There Were None	Fiction: Classic and Contemporary
Christie, Agatha	The Mousetrap and Other Plays	Plays
Creech, Sharon	Walk Two Moons	Fiction: Classic and Contemporary
Cummings, E E	"maggie and milly and molly and may"	Poetry
Cushman, Karen	Catherine, Called Birdy	Historical Fiction
Defoe, Daniel	Robinson Crusoe	Historical Fiction
Dickinson, Emily	"The Railway Train"	Poetry
Doyle, Arthur Conan	The Adventures of Sherlock Holmes	Fiction: Classic and Contemporary
Dyson, Marianne	Space Station Science: Life in Free Fall	Nonfiction: Science, Social Studies, and Mathematics
Eliot, T.S.	Macavity - The Mystery Cat	Poetry
Farley, Walter	The Black Stallion	Fiction: Classic and Contemporary
Fforde, Jasper	The Last Dragonslayer	Fiction: Classic and Contemporary
Fleischman, Paul	Bull Run	Historical Fiction
Frank, Anne	The Diary of a Young Girl	Biography/Autobiography
Freedman, Russell	The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights	Biography/Autobiography
Freedman, Russell	Lincoln: A Photobiography	Nonfiction: Science, Social Studies, and Mathematics
Frost, Robert	"The Road Not Taken"	Poetry
Frost, Robert	"Stopping by Woods on a Snowy Evening"	Poetry
George, Jean Craighead	My Side of the Mountain	Fiction: Classic and Contemporary
Gibson, William	The Miracle Worker	Plays
Hackett, Albert and Goodrich, Frances	The Diary of Anne Frank	Plays
Hamilton, Virginia	"The People Could Fly"	Folklore/Mythology
Hemingway, Ernest	"A Day's Wait"	Short Stories

Hersey, John	Hiroshima	Nonfiction: Science, Social Studies, and Mathematics
Hesse, Karen	Out of the Dust	Fiction: Classic and Contemporary
Houston, Jeanne Watkazuki	Farewell to Manzanar	Nonfiction: Science, Social Studies, and Mathematics
Hughes, Langston	“I, Too, Sing America”	Poetry
Hughes, Langston	Mother to Son	Poetry
Hughes, Langston	“Thank You Ma’am”	Short Stories
Irving, Washington	The Legend of Sleepy Hollow	Fiction: Classic and Contemporary
Keys, Daniel	Flowers for Algernon	Fiction: Classic and Contemporary
Kipling, Rudyard	If	Poetry
Kidd, Chip	Go: A Kidd’s Guide to Graphic Design	Nonfiction: Science, Social Studies, and Mathematics
L'Engle, Madeline	A Wrinkle inTime	Fiction: Classic and Contemporary
Lazarus, Emma	The New Colossus	Poetry
London, Jack	The Call of the Wild	Fiction: Classic and Contemporary
Longfellow, Henry Wadsworth	“The Midnight Ride of Paul Revere”	Poetry
McCall, Guadalupe Garcia	Summer of the Mariposas	Folklore/Mythology
North, Sterling	Rascal	Fiction: Classic and Contemporary
Neruda, Pablo	Odes to Common Things	Poetry
Noyes, Alfred	“The Highwayman”	Poetry
Obama, Barack	Address to America's School Children	Essays and Speeches
O'Dell, Scott	Island of the Blue Dolphins	Fiction: Classic and Contemporary
Paulsen, Gary	Hatchet	Fiction: Classic and Contemporary
Poe, Edgar Allen	“The Tell-Tale Heart”	Short Stories
Rawlings, Majorie Kinnan	The Yearling	Fiction: Classic and Contemporary
Rusch, Elizabeth	The Mighty Mars Rovers	Nonfiction: Science, Social Studies, and Mathematics
Sewell, Anna	Black Beauty	Fiction: Classic and Contemporary
Shelley, Percy Bysshe	Ozymandias	Poetry

Soto, Gary	Living Up the Street	Biography/Autobiography
Stead, Rebecca	When You Reach Me	Fiction: Classic and Contemporary
Steinbeck, John	The Pearl	Fiction: Classic and Contemporary
Sutcliff, Rosemary	Black Ships Before Troy: The Story of “The Iliad”	Folklore/Mythology
Swanson, James L.	“The President Has Been Shot!”: The Assassination of John F. Kennedy	Biography/Autobiography
Taylor, Mildred D.	Roll of Thunder, Hear My Cry	Fiction: Classic and Contemporary
Taylor, Theodore	The Cay	Fiction: Classic and Contemporary
ten Boom, Corrie	The Hiding Place	Nonfiction: Science, Social Studies, and Mathematics
Tennyson, Alfred Lord	Nothing Will Die	Poetry
Tolkien, J.R.R.	The Hobbit	Fiction: Classic and Contemporary
Travers, P.L.	Mary Poppins	Fiction: Classic and Contemporary
Truth, Sojourner	"Ain't I a Woman"	Essays and Speeches
Twain, Mark	The Adventures of Tom Sawyer	Fiction: Classic and Contemporary
Twain, Mark	The Prince and the Pauper	Historical Fiction
Twain, Mark	“The Celebrated Jumping Frog of Calaveras County”	Short Stories
Warren, Andrea	Charles Dickens and the Street Children of London	Biography/Autobiography
Washington, George	Farewell Address	Essays and Speeches
Wells, H.G.	The Time Machine	Fiction: Classic and Contemporary
Whitman, Walt	“I Hear America Singing”	Poetry
Whitman, Walt	“O Captain! My Captain!”	Poetry
Wilder, Thornton	Our Town	Plays
Williams, William Carlos	"The Great Figure"	Poetry
Williams, William Carlos	“This is Just to Say”	Poetry
Wyeth, N.C	Treasure Island	Fiction: Classic and Contemporary
Yolen, Jane	The Devil's Arithmetic	Fiction: Classic and Contemporary

Author	Title	Genre
Achebe, Chinua	Things Fall Apart	Fiction: Classic and Contemporary
Alvarez, Julia	In the Time of Butterflies	Fiction: Classic and Contemporary
Angelou, Maya	“Human Family”	Poetry
Auden, W.H	Musee des Beauz arts	Poetry
Austen, Jane	Pride and Prejudice	Historical Fiction
Baker, Russell	Growing Up	Biography/Autobiography
Beckett, Samuel	Waiting for Godot	Plays
Bishop, Elizabeth	Filling Station	Poetry
Bradbury, Ray	Fahrenheit 451	Fiction: Classic and Contemporary
Bradley, Alan	The Sweetness at the Bottom of the Pie	Fiction: Classic and Contemporary
Bronte, Charlotte	Jane Eyre	Fiction: Classic and Contemporary
Brooks, Gwendolyn	“The Bean Eaters”	Poetry
Browning, Elizabeth	"How do I love thee?"	Poetry
Browning, Robert	Meeting at Night	Poetry
Campbell, Joseph	The Power of Myth	Folklore/Mythology
Cervantes Saavedra, Miguel de	Don Quixote	Fiction: Classic and Contemporary
Chekov, Anton	“Home”	Short Stories
Churchill, Winston	“We Will Never Surrender”	Essays and Speeches
Cisneros, Sandra	“Straw into Gold”	Essays and Speeches
Cisneros, Sandra	House on Mango Street	Fiction: Classic and Contemporary
Conrad, Joseph	Heart of Darkness	Fiction: Classic and Contemporary
Cummings, E.E	I Carry Your Heart With Me	Poetry
de Tocquevelle, Alexis	Democracy in America	Nonfiction: Science, Social Studies, and Mathematics
Dickens, Charles	Great Expectation	Fiction: Classic and

		Contemporary
Dickens, Charles	A Tale of Two Cities	Historical Fiction
Dickens, Charles	Oliver Twist	Historical Fiction
Dickinson, Emily	"The Soul Selects Her Own Society"	Poetry
Dickinson, Emily	“We Grow Accustomed to the Dark”	Poetry
Dillard, Annie	Selections from “Pilgrim at Tinker Creek”	Essays and Speeches
Donne, John	Death, Be Not Proud	Poetry
Dostoevsky, Fyodor	Crime and Punishment	Fiction: Classic and Contemporary
Douglas, Fredrick	Narrative of the Life of Fredrick Douglas	Biography/Autobiography
Dreiser, Theodore	A Hoosier Holiday	Nonfiction: Science, Social Studies, and Mathematics
Emerson, Ralph Waldo	“Self-Reliance”	Essays and Speeches
Faulkner, Wiliam	Nobel Prize Speech	Essays and Speeches
Fitzgerald, F. Scott	The Great Gatsby	Fiction: Classic and Contemporary
Goldman, William	The Princess Bride	Fiction: Classic and Contemporary
Hansberry, Lorraine	A Raisin in the Sun	Plays
Hawking, Stephen	A Brief History of Time	Nonfiction: Science, Social Studies, and Mathematics
Hawthorne, Nathaniel	The Scarlet Letter	Fiction: Classic and Contemporary
Hawthorne, Nathaniel	“Young Goodman Brown”	Short Stories
Hayden, Robert	"Those Winter Sundays"	Poetry
Hemingway, Ernest	A Farewell to Arms	Historical Fiction
Henry, O.	“The Gift of the Magi”	Short Stories
Henry, Patrick	“Speech to the Second Virginia Convention”	Essays and Speeches
Hinton, S.E.	The Outsiders	Fiction: Classic and Contemporary
Homer	The Odyssey	Fiction: Classic and Contemporary
Housman, A.E.	Loveliest of Trees	Poetry
Hunt, Irene	Across Five Aprils	Historical Fiction
Hurston, Zora Neale	Mules and Men	Folklore/Mythology

Jackson, Shirley	“The Lottery”	Short Stories
Jefferson, Thomas	“Declaration of Independence”	Essays and Speeches
Jewett, Sarah Orne	“The White Heron”	Short Stories
Kafka, Franz	The Metamorphosis	Fiction: Classic and Contemporary
Keats, John	A Thing of Beauty if a Joy Forever	Poetry
Keller, Helen	The Story of My Life	Biography/Autobiography
Kennedy, John F.	“Inaugural Address, 1961”	Essays and Speeches
Kimmel, Haven	A Girl Named Zippy	Biography/Autobiography
King, Jr., Martin Luther	“Letter from Birmingham Jail”	Essays and Speeches
King, Jr., Martin Luther	“I Have a Dream”	Essays and Speeches
Kuralt, Charles	Charles Kuralt’s America	Nonfiction: Science, Social Studies, and Mathematics
Lee, Harper	To Kill a Mockingbird	Fiction: Classic and Contemporary
Lincoln, Abraham	“The Gettysburg Address”	Essays and Speeches
Longfellow, Henry Wadsworth	A Psalm of Life	Poetry
Lord, Byron	She Walks in Beauty	Poetry
Matthiessen, Pete	In the Spirit of Crazy Horse	Nonfiction: Science, Social Studies, and Mathematics
Milton, John	Song on May Morning	Poetry
Miller, Arthur	Death of a Salesman	Plays
Miller, Arthur	The Crucible	Plays
Monk, Sue	The Secret Life of Bees Kidd	Fiction: Classic and Contemporary
Moon, William Least Heat	Blue Highways	Biography/Autobiography
Morrison, Toni	Nobel Prize acceptance speech (1993)	Essays and Speeches
Neville, Susan	Selections from Indiana Winter	Essays and Speeches
Olsen, Tillie	“I Stand Here Ironing”	Short Stories
Orwell, George	Animal Farm	Fiction: Classic and Contemporary
Orwell, George	1984	Fiction: Classic and Contemporary

Paton, Alan	Cry, the Beloved Country	Historical Fiction
Peterson, Ivars	Mathematical Tourist: New and Updated Snapshots of Modern Mathematics	Nonfiction: Science, Social Studies, and Mathematics
Plath, Sylvia	Polly's Tree	Poetry
Poe, Edgar Allan	“The Cask of Amontillado”	Short Stories
Poe, Edgar Allan	Annabel Lee	Poetry
Poe, Edgar Allen	“The Raven”	Poetry
Rand, Ayn	Anthem	Fiction: Classic and Contemporary
Roethke, Theodore	The Waking	Poetry
Roosevelt, Franklin D.	“Day of Infamy”	Essays and Speeches
Shaara, Michael	The Killer Angels	Historical Fiction
Shakespeare, William	Hamlet	Plays
Shakespeare, William	Macbeth	Plays
Shakespeare, William	Julius Caesar	Plays
Shakespeare, William	Romeo and Juliet	Plays
Shakespeare, William	“Sonnet 18”	Poetry
Shaw, George Bernard	Pygmalion	Plays
Shelley, Mary	Frankenstein	Fiction: Classic and Contemporary
Skloot, Rebecca	The Immortal Life of Henrietta Lacks	Nonfiction: Science, Social Studies, and Mathematics
Sophocles	Oedipus Rex	Plays
Steinbeck, John	Of Mice and Men	Fiction: Classic and Contemporary
Steinbeck, John	The Grapes of Wrath	Historical Fiction
Stevens, Wallace	The Snow Man	Poetry
Stratton-Porter, Gene	A Girl of the Limberlost	Fiction: Classic and Contemporary
Swift, Jonathan	Selections from Gulliver's Travels	Fiction: Classic and Contemporary
Tan, Amy	The Joy Luck Club	Fiction: Classic and Contemporary
Tarkington, Booth	The Magnificent Ambersons	Fiction: Classic and Contemporary

Thomas, Lewise	Lives of a Cell: Notes of a Biology Watcher	Nonfiction: Science, Social Studies, and Mathematics
Twain, Mark	The Adventures of Tom Sawyer	Fiction: Classic and Contemporary
Twain, Mark	The Adventures of Huckleberry Finn	Fiction: Classic and Contemporary
U.S. Constitution	The Preamble	Nonfiction: Science, Social Studies, and Mathematics
Unknown	Beowulf	Folklore/Mythology
Virgil	The Aeneid	Fiction: Classic and Contemporary
Vonnegut, Kurt	“Harrison Bergeron”	Short Stories
Walker, Alice	“Choice: A Tribute to Dr. Martin Luther King, Jr.”	Essays and Speeches
West, Jessamyn	The Massacre at Fall Creek	Historical Fiction
White, T. H.	The Once and Future King	Fiction: Classic and Contemporary
Wiesel, Elie	Night	Biography/Autobiography
Wordsworth, William	Daffodils	Poetry
Williams, Tennessee	The Glass Menagerie	Plays
Yeats, William Butler	When You Are Old	Poetry
Yousafzai, Malala	I Am Malala	Biography/Autobiography
Zusak, Marcus	The Book Thief	Historical Fiction

Appendix D: Communication

Written Communication

Writing Types

Narrative Writing is a type of composition that tells a story; the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.
Note: Narrative elements as described above are introduced to students within the grade-appropriate Narrative Writing Standards.
Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.

Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's point of view, or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about.
Note: In grades K-5, the term "opinion" refers to the evolving form of argument.
Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches.

Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a controlling idea.

Note: Students' proficient use of organizational structures in Expository Writing is introduced beginning in Grade 5, in alignment with the progression of Reading Informational Text Standards (R.2.1– 2.6).

Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.

Language Convention Resources and Clarification

Helpful lists

List of Frequently Occurring Irregular Nouns

-f → -ves		**Singular = plural**		**Add -(r)en**	
calf	calves	deer	deer	child	children
elf	elves	fish	fish	**-us → -i**	
half	halves	sheep	sheep	cactus	cacti
hoof	hooves	shrimp	shrimp	fungus	fungi
knife	knives	sugarcane	sugarcane	**C + y→ change y to i, +-es**	
leaf	leaves	**Changing vowels**		baby	babies
life	lives	foot	feet	body	bodies
loaf	loaves	goose	geese	city	cities
shelf	shelves	man	men	country	countries
thief	thieves	mouse	mice	party	parties
wife	wives	tooth	teeth	**oddball**	

wolf	wolves	woman	women	person	people

List of Irregular Verbs

Common Irregular Verbs		
Verb	**Past**	**Past Participle**
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fly	flew	flown
freeze	froze	frozen
get	got	gotten
go	went	gone
know	knew	known
lay	laid	laid
lead	led	led
lend	lent	lent

lie	lay	lain
lose	lost	lost
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
steal	stole	stolen
swim	swam	swum
take	took	taken
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Words commonly used as prepositions			
aboard	about	above	across
after	against	along	amid
among	around	as	at
before	behind	below	beneath
beside	between	beyond	but
by	despite	down	during
except	for	from	in
inside	into	minus	near
next	of	off	on
onto	opposite	out	outside
over	past	per	plus
round	save	since	than
through	throughout	till	to
toward	under	underneath	unlike
until	up	upon	versus
via	with	within	without

Conjugation of “to be”

Simple										
Present				**Past**				**Future**		
Person	**Singular**	**Plural**		**Person**	**Singular**	**Plural**		**Person**	**Singular**	**Plural**
1st	I **am**	we **are**		1st	I **was**	we **were**		1st	I **will be**	we **will be**
2nd	you **are**	you **are**		2nd	you **were**	you **were**		2nd	you **will be**	you **will be**
3rd	he, she, it **is**	they **are**		3rd	he, she, it **was**	they **were**		3rd	he, she, it **will be**	they **will be**

Progressive										
Present				**Past**				**Future**		
Person	**Singular**	**Plural**		**Person**	**Singular**	**Plural**		**Person**	**Singular**	**Plural**
1st	I **am being**	we **are being**		1st	I **was being**	we **were being**		1st	I **will be being**	we **will be being**
2nd	you **are being**	you **are being**		2nd	you **were being**	you **were being**		2nd	you **will be being**	you **will be being**
3rd	he, she, it **is being**	they **are being**		3rd	he, she, it **was being**	they **were being**		3rd	he, she, it **will be being**	they **will be being**

Perfect										
Present				**Past**				**Future**		
Person	**Singular**	**Plural**		**Person**	**Singular**	**Plural**		**Person**	**Singular**	**Plural**
1st	I **have been**	we **have been**		1st	I **had been**	we **had been**		1st	I **will have been**	we **will have been**
2nd	you **have been**	you **have been**		2nd	you **had been**	you **had been**		2nd	you **will have been**	you **will have been**
3rd	he, she, it **has been**	they **have been**		3rd	he, she, it **had been**	they **had been**		3rd	he, she, it **will have been**	they **will have been**

Case

Case: nominative, objective, possessive

- **Nominative**→ subject, predicative nominative (sometimes called predicate noun)
- **Objective**→ direct object, indirect object, object of the preposition
- **Possessive**→ used alone or as an adjective to show ownership

Number: singular or plural

Person: 1st, 2nd, 3rd

Nominative			**Objective**			**Possessive**		
Person	**Singular**	**Plural**	**Person**	**Singular**	**Plural**	**Person**	**Singular**	**Plural**
1st	I	we	1st	me	us	1st	my/mine	
2nd	you	you	2nd	you	you	2nd	your/ yours	your/ yours
3rd	he, she, it	they	3rd	him, her, it	them	3rd	his, her/ hers, its	their/ theirs

Complete Sentence ToolKit

What is a complete sentence?
A complete sentence has at least one independent clause.
In fact, a simple sentence is an independent clause.
An independent clause has **a subject**, **a verb**, and expresses **a complete thought**.

> *Harold Newton was a founding member of the Florida Highwaymen.*

This is a complete sentence. It has a subject, a verb, and expresses a complete thought.

Things that look like a complete sentence and how to make complete sentences from them:

There are two main errors regarding complete sentences: fragments and run-ons.

A fragment is missing at least one element of a complete sentence.

> *A nice, long stroll on the boardwalk on a warm summer evening.*

It has what could be a subject, but no verb and no complete thought.

Examples of complete sentences with the same phrase:

> *A nice, long stroll on the boardwalk on a warm summer evening refreshes.*
> *(added a verb to complete the thought)*
> *I took a nice, long stroll on the boardwalk on a warm summer evening.*
> *(added a subject and verb)*
> *Take a nice, long stroll on the boardwalk on a warm summer evening.*
> *(added a verb and an understood you as the subject)*

In those examples we looked at a phrase that was acting like a sentence. Dependent clauses can be even more difficult to identify as a fragment. Let's look again at the example of a complete sentence with a minor change.

> *Although Harold Newton was a founding member of the Florida Highwaymen.*

We haven't taken anything away. We've added the subordinating conjunction "although." In doing so, we changed the complete sentence to a dependent clause, which if made to stand alone, is a fragment. Why? It no longer expresses a complete thought. The "although" has created a question that requires answering within the sentence.
We can fix this error by removing the conjunction or by completing the thought.

> *Harold Newton was a founding member of the Florida Highwaymen.*

> *Although Harold Newton was a founding member of the Florida Highwaymen, he was unaware of the name given to his group of Fort Pierce artists.*

The other type of sentence error is the **run-on**. This can be caused by a comma splice or a fused sentence.

Comma splice: Two complete sentences joined by a comma.

Mary Ann Carroll is the only female member of the Florida Highwaymen, she was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

We can fix the comma splice four ways:

1) Change the comma separating the sentences to a period and capitalize the first word after the period.

   Mary Ann Carroll is the only female member of the Florida Highwaymen. She was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

2) Change the comma separating the sentences to a semicolon. Note: This is only an option if the sentences are closely related. Do not capitalize the first word after the semicolon unless it would be capitalized for a different reason (pronoun "I", proper noun, etc.)

   Mary Ann Carroll is the only female member of the Florida Highwaymen; she was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

3) Add a word that acts as a coordinating conjunction after the comma.

   Mary Ann Carroll is the only female member of the Florida Highwaymen, and she was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

4) We can combine the sentences. Here we put the information from the first sentence into an appositive phrase.

   Mary Ann Carroll, the only female member of the Florida Highwaymen, was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

Fused sentence: Two or more sentences put together without punctuation.

Mary Ann Carroll is the only female member of the Florida Highwaymen she was named as Florida's Featured Artist in celebration of Black History Month February, 2019.

We would use all of the same strategies for a comma splice with a fused sentence. However, we would have to find where the sentences were joined because we don't have the comma acting as a signal.

Conjunctions

Conjunctions			
Type	Coordinating	Correlative	Subordinating
Function	Coordinating conjunctions join words, phrases or clauses of the same weight, e.g. two independent clauses.	Correlative conjunctions also join words and phrases of equal weight, but do so working in pairs, separated in the sentence by the first item they are joining.	Subordinating conjunctions join an independent clause to a dependent clause. They can also introduce an independent clause that functions as an adverb.
List	For And Nor But Or Yet So *There is some dispute over whether for, yet, and so are coordinating conjunctions. However, there is agreement that they function in that way.	either...or neither...nor whether...or not only...but (also) both...and just as...so as ____...as no sooner...than rather...than	A: After A: Although A: As W: When W: While U: Until B: Because B: Before I: If S: Since *Mnemonic for the most common subordinating conjunctions

Mood

There are three major moods:

Indicative: This is the mood for most sentences. Indicative can be used for statements (declarative) and questions (interrogative).

Examples:
Dr. John Gorrie of Apalachicola invented mechanical refrigeration in 1851.
What were the alligators eating?

Imperative: This is the mood for commands and, to a lesser extent, requests. The verb starts the sentence and the subject is an understood you. The imperative only occurs in 2nd person.

Examples:
Sit down!
Take your time.

Subjunctive: This is the mood for things that are not yet actual: wishes, conditions, obligations, and desires. If, then statements are in the subjunctive mood.

There are 3 main instances when the subjunctive version of the verb will be obviously different from the indicative.

- in the third-person singular of any verb in the present form: the subjunctive loses the ending “s”

- in all instances of the verb "be" in the present form: the verb is not conjugated and appears as “be” in every person and number
- in the first and third persons singular of the verb "be" in the past form: the form “were” is used instead of “was”

Parallel Structure

Parallel structure refers to using the same word patterns to show equal weight.

This can be at the **word level:**

Not parallel: Florida is known for its beaches, theme parks, and having lots of oranges.

Parallel: Florida is known for its beaches, theme parks, and orange groves.

This can be at the **phrase level:**

Not parallel: A bit of fluff would be your bed,

You'd swing upon a spider's thread,

And wear a thimble on your head

If you were one inch tall.

(In this example, Shel Silverstein is playing with a lack of parallelism for effect.)

Parallel: You’d make a bit of fluff your bed,

Swing upon a spider's thread,

And wear a thimble on your head

If you were one inch tall.

This can be at the **clause level:**

Not parallel: She squatted in the kitchen floor beside the great pile of clothes, sorting them into small heaps according to color, and having hummed a song in a mournful key.

Parallel: “She squatted in the kitchen floor beside the great pile of clothes, sorting them into small heaps according to color, and humming a song in a mournful key…” (*Sweat*, Zora Neale Hurston)

Parts of Speech

adjective	A word that describes or modifies a noun. One of the parts of speech. Example: *A cool breeze is welcome on a hot day.* Cool is an adjective modifying the noun breeze--it's limited the breeze to being a cool one. Hot is an adjective modifying the word day. Welcome is also acting as an adjective. An adjective doesn't have to come before the noun it modifies. Here welcome is a predicate adjective, an adjective that comes after a linking verb (is) and refers back to the subject (breeze).
adverb	A word that describes or modifies a verb, an adjective, or another adverb. One of the parts of speech. Example: *In Daytona, the brightly painted car drove very fast.* Brightly is an adverb modifying the adjective painted. How was it painted? Brightly. Fast is an adverb modifying the verb drove. How did it drive? Fast. Not just fast, but very fast. Very is an adverb modifying the adverb fast. NOTE: Some people think of adverbs as -ly words. Adverbs are often -ly words, but not always. In this example only one of three is an -ly word. There are many -ly words that are not adverbs (silly, lily, lolly, dally, etc.).
conjunction	A word that connects two or more words, phrases, or clauses. Coordinating Example: *The classroom contains desks* ***and*** *chairs.* Correlative Example: ***Neither*** *the shirt* ***nor*** *the jacket fit very well.* Subordinating Example: ***Although*** *it was raining, I did not get wet.* In the first example, the word “and” is a coordinating conjunction because it joins two words of the same weight. In the second example, “Neither” and “nor” are used correlatively to connect the shirt to the jacket. In the third example, “Although” connects the dependent clause (although it was raining) to the independent clause (I did not get wet).
interjection	A word, phrase, or sentence that demonstrates the emotion, meaning, or feeling intended by the writer. Example: **Hey!** You dropped your pencil. In the above example, “Hey!” is the interjection used, followed by an exclamation point to emphasize the writer’s urgency in conveying the message, “You dropped your pencil.”
	A word used to identify a person, place, thing, or idea. A proper noun is a word that names a particular person, place, thing, or idea. Example: The **telephone** is a device that enables two or more users to conduct a conversation.

noun	The “telephone” is a noun (object or thing) that is used in the above example. The words “device”, “users”, and “conversation” also function as nouns.
preposition	A word that shows the relationship between a noun or pronoun and some other word or element in the rest of the sentence. Example: The cat sat **on** the rocking chair. The preposition “on” shows the relationship between the cat and the rocking chair.
pronoun	A word that is used in the place of a noun in a sentence. Example: 1. The girl played in the backyard. 2. **She** played in the backyard. In the first example, “The girl” is the noun used to represent the subject of the sentence. In the second example, “The girl” is replaced with the pronoun “She”. For more information related to pronouns and pronoun usage, see Pronoun Usage.
verb	A word that is used to show an action, occurrence, or state of being. Example: People have **inhabited** the land of Florida for thousands of years. In the above example, the verb “inhabited” is used to show the state of being of the noun “people.” For more information related to verbs and verb tenses, see Verb Tenses.

Phrase Types

Phrases: Secondary students should understand that phrases can act as nouns, adjectives, and adverbs. Students should be able to identify and form appositive phrases, gerund phrases, infinitive phrases, participial phrases, and prepositional phrases. Where a phrase is functioning as an adverb or adjective, students should be able to identify what is being modified.

Appositive phrase: a noun phrase that renames the noun before it. An appositive is set off by commas if it can be removed from the sentence without changing the meaning. The examples below show the appositive in bold.

Examples:
St. Augustine, **the oldest continuously occupied settlement of European origin in the contiguous United States**, was founded in 1565.

The oldest continuously occupied settlement of European origin in the contiguous United States, **St. Augustine**, was founded in 1565.

Gerund phrase: a phrase that begins with a gerund, a verb form ending in -ing, and functions as a noun. The gerund phrase is in bold in the examples below.

Examples:
Touring the Everglades is an exciting way to spend the afternoon. (subject)

Many tours include **kayaking through mangrove tunnels**. (direct object)

Many visitors are avid fans of **birdwatching in the Everglades**. (object of the preposition)

Infinitive phrase: a phrase that begins with an infinitive, a verb form consisting of "to" + verb, that can act as a noun, adjective, or adverb. The infinitive phrase is in bold in the examples below.

Examples:

To see The Dali Museum, you have to go to St. Petersburg, Florida.

Participial phrase: a phrase that begins with a present or past participle and functions as an adjective. The participial phrase is in bold in the examples below.

Examples:

Known for citrus production until the Great Freeze of 1894–1895, Ocala is now one of the horse capitals of the world. (past participle)

The cats at the Ernest Hemingway Home and Museum will approach anyone **offering an affectionate hand.** (present participle)

Note: Gerunds and present participles are identical. The only way to tell them apart is how they are functioning. Gerunds always function as nouns.

Prepositional phrase: a phrase that begins with a preposition and ends with a noun, the object of that preposition. The prepositional phrases are in bold and the object of the preposition is underlined in the examples below.

Example:

The Mayport Ferry is Florida's only public auto ferry and connects Jacksonville's beaches **to the Fernandina Beach and Amelia Island areas.**

The Florida School for the Deaf and Blind was established **by the legislature in 1883** to be built **on land** donated **by Captain Edward E. Vaill**.

Pronoun Usage

Pronoun/antecedent agreement: The pronoun and its antecedent, the noun the pronoun is replacing, must agree in number. A singular antecedent requires a singular pronoun; a plural antecedent requires a plural pronoun.

Two singular antecedents act as one plural antecedent.

Example: **Harry T. Moore and Harriete Moore** lost **their** lives in a bombing calculated to end their political activism for civil rights.

Vague pronoun reference: Vague pronoun reference happens when there is confusion about the antecedent that the pronoun refers to. To use a pronoun, an antecedent, the noun the pronoun is replacing, must be used. (The only exception is the 2nd person pronoun "you", but even then vagueness can be an issue.) Sometimes there is no antecedent included, and sometimes two or more nouns could be the antecedent and it isn't clear which one is.

Note: Pronoun usage has recently become less settled than it had previously been. When assessing the concept of number, focusing on "neuter" nouns will avoid contradicting style guides, many of which now accept "they" as singular in referring to individual people.

Sentence Structures and Clauses

Simple: A sentence that is one independent clause.

Compound: A sentence that has at least two independent clauses.

Complex: A sentence with one independent clause and at least one dependent clause.

Compound Complex: A sentence with at least two independent clauses and at least one dependent clause.

To use the sentence types effectively, students should be able to identify and form independent and dependent clauses. An independent clause can stand alone as a complete sentence, while a dependent clause cannot. The preceding sentence has both an independent clause and a dependent clause.

Independent clause: "An independent clause can stand alone as a complete sentence"

Dependent clause: "while a dependent clause cannot."

Verb Tenses

Regular verbs are those that follow the usual patterns, including adding –ed to form the simple past tense.

Forming the simple tenses of a verb		
Simple Present	**Simple Past**	**Simple Future**
verb	verb + ed	will + verb
talk	talked	will talk

Note: Some verbs have a regular and irregular form, both of which are acceptable. These include burn (burned/burnt), dream (dreamed/dreamt), learn (learned/learnt), spell (spelled, spelt) spill (spilled, spilt), creep (crept, creeped), plea (pleaded, pled), and dive (dived, dove). It's fine if students use the –ed version.

The present participle of a verb is the verb + ing. To form the progressive tense, the appropriate form of "to be" is added to the present participle. The charts below show the simple conjugation of "to be."

Present			**Past**			**Future**		
Person	**Singular**	**Plural**	**Person**	**Singular**	**Plural**	**Person**	**Singular**	**Plural**
1st	I **am**	we **are**	1st	I **was**	we **were**	1st	I **will be**	we **will be**
2nd	you **are**	you **are**	2nd	you **were**	you **were**	2nd	you **will be**	you **will be**
3rd	he, she, it **is**	they **are**	3rd	he, she, it **was**	they **were**	3rd	he, she, it **will be**	they **will be**

Forming the progressive tenses of a verb (shown for 3rd person)		
Present Progressive	**Past Progressive**	**Future Progressive**
is + (verb +-ing)	were + (verb + ing)	will be (verb + ing)
Is talking	were talking	will be talking

Past participle is a form of the verb used to form past tenses. For regular verbs it is formed by adding -ed to the verb.

Forming the perfect tenses of a verb		
Present Perfect	**Past Perfect**	**Future Perfect**
has/have + past participle	had + past participle	will have + talked
has/have talked	had talked	will have talked

Voice

Active voice: The subject of the sentence performs the action.

Example: NASA launched the communications satellite Echo 1 from Cape Canaveral, Florida on August 12, 1960.

Passive voice: The subject of the sentence receives the action.

Example: The communications satellite Echo 1 was launched from Cape Canaveral, Florida on August 12, 1960.

Students should recognize the difference between active voice and passive voice, and that active voice is preferred in most situations. They should be able to take a sentence written in one voice and transform it into one written in the other, being aware of the changes in meaning.

Appendix E: Reading Foundations

Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know that there is a sound/ symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of **visual, auditory, and kinesthetic-tactile** pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them "sight" words that can support fluency development. Practice reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials helps develop automaticity and fluency as well as engaging in repeated readings.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.

Resources for Reading Foundations

CPALMS

FCRR Student Center Activities

Just Read, Florida!

National Center on Improving Literacy

Reading Rockets

The 44 Sounds of Standard English - Chart needs fixing, we have the copyright

What Works Clearinghouse

[WWC Practice Guides]

[Foundational Skills to Support Reading For Understanding in Kindergarten through 3rd Grade]

[Improving Adolescent Literacy: Effective Practice and Intervention Practices]

Measures of Fluency

The Hasbrouck-Tindal Norms Chart indicates words correct per minute by grade level, time of year, and percentile rank. Fluency measures should always be combined with comprehension checks such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered.

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

Sample Oral Reading Fluency Rubric

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Decoding and Fluency Interventions for Secondary Students

Reading Intervention must target the area(s) of need as determined by diagnostic assessment data on the components of reading and progress monitored with an appropriate assessment tool that measures growth in the target area(s) until the student becomes proficient.

Learner Profiles

There are three common profiles of non-proficient decoders in the secondary grades. Some students may fit more than one profile. Educators should conduct regular collaborative problem solving meetings to consider additional factors such as vision, hearing, attention, memory, health concerns, years in an English language program, and home life.

Profile 1 consists of students who have irregular gaps in their foundational reading skills sometimes due to interrupted schooling. This might mean a gap in vowel sounds for one student, blends for another, and decoding multisyllabic words for another. Once the specific gap(s) is/are identified and addressed, these students often quickly catch up to their peers.

Profile 2 consists of students who are English Language Learners. These students can further be divided: *Profile 2A:* Students who have a strong background in literacy in their home language and can apply that knowledge to English with the support of ESOL strategies in the general curriculum. Profile 2B: Students without a strong background in literacy in any language and may need support beyond ESOL strategies and could have an unidentified learning disability.

Profile 3 consists of students with persistent reading difficulties and may include students with phonological processing deficiencies or those with learning disabilities.

Students with Profile 1, 2, or 3 require systematic, explicit, differentiated, and multisensory instruction in order to become proficient readers regardless of age or grade level.

Learning Environment Considerations

1. Non-proficient readers are given opportunities to practice foundational skills in reading of independent level text and instructional level text.

2. The teacher preserves the dignity of adolescent non-proficient readers by using developmentally appropriate materials, instruction, and assessment.

3. The teacher has a growth mindset toward adolescent non-proficient readers and develops a growth mindset in the students by providing appropriate scaffolding.

4. Strategies and supports are removed as students become proficient in decoding and fluently reading grade level text.

Developmental Appropriateness

The assessment and intervention that takes place in the classroom must be developmentally appropriate and consider the social and emotional needs of students who have not been successful in reading. Students who are in the upper grades but reading at a kindergarten level reading should not be given kindergarten materials. Instead, they should be given a variety of high interest materials at their independent level to practice reading fluently and at their instructional level to develop their foundational skills. In addition, they should be exposed to grade- level texts throughout the school day to challenge them. The activities that they engage in should also be developmentally appropriate.

Sample Activities for Non-proficient Adolescent Readers

Phonological Awareness Activities

1. Use of songs and choral reading of rhymed poetry.
2. Rhythm activities such as tapping out or reproducing the rhythm of a song or poem.
3. Onset-rime blending: “What word is this: f-rog?”
4. Rhyme oddity task: “Which word does not belong: dog, frog, cat?”
5. Spoken rhyme recognition: “Do these words rhyme: dog-cat?”
6. Spoken rhyme production: “Tell me a word that rhymes with or sounds like cat.”

Phonics and Morphology Activities

1. Partner reading to allow each student to practice decoding in authentic text.
2. Sorting words using manipulatives.
3. The identification of syllables using kinesthetic movement.
4. Use experiential language learning, involving the discussion of an experience or object, the student dictating a response, the teacher reading it back, and using the resulting text to teach decoding skills.

Fluency Activities

1. Partner reading to allow each student to practice decoding in authentic texts.
2. Multiple readings of a variety of genres/purposes that include listening to an audio or model reader, partner reading, whisper reading, echo reading, cloze reading, and choral reading.
3. Create student recordings of audiobooks for younger children to listen to in order to practice decoding, rate, prosody, and intonation.
4. Opportunities to perform reading orally by using Readers’ Theater, poetry performance, and reading aloud a favorite part of the text.
5. The employment of Reciprocal Teaching Strategies and SQ3R - Survey, Question, Read, Recite & Review.
6. Partner-based timed readings of high interest texts at students’ independent reading level.

Syntactic Knowledge Activities

Syntactic knowledge refers to sentence level comprehension between and among complex sentences. Students use transitional words, punctuation, knowledge of the part of speech of words, and grammatical structures to comprehend the relationship between the objects, events, and ideas in a complex sentence.

1. Sentence analysis activity where students break down a complex sentence and draw the relationship between objects, events, and ideas.
2. Sentence diagramming
3. Sentence shrinking and stretching
4. Sentence combining

Glossary for Reading Foundations

Term	Definition
Alliterative	Repetition of initial consonant sounds in two or more words
Alphabetic Principle	the concept that letters and letter combinations represent individual phonemes in written words
Blending	reading a word systematically from left to right by combining the sounds of each successive letter or combination of letters
Consonant Blend	two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block or /str/ in string)
Decoding	translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out
Digraph	a group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing)
Diphthong	a vowel produced by the tongue shifting position during articulation. The vowel feels as if it has two parts, as the sound begins with one vowel and gradually changes to another vowel within the same syllable (e.g., ow, oy, ou, oi)
Encoding	determining the spelling of a word based on the sounds in the word
Grapheme	Smallest written unit corresponding to a sound or phoneme.
Irregular words	words that have exceptions to the typical sound–spelling patterns. Irregular words are difficult to decode because the sounds of the letters in the word do not add up to the correct pronunciation.
Lexicon	All words known to an individual.
Morpheme	Smallest meaningful unit in a writing system.
Morphology	Refers to the knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes, and/or base words)
Onset-rime pairs	two parts of a syllable: the onset consists of the initial consonant(s), and the rime consists of the vowel and any consonants that follow it. (For example, in the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip.)
Orthography	System of written language
Phoneme	the smallest unit of sound within a language system. A phoneme may be a word by itself, or it may be combined with other phonemes to make a word
Phonemic Awareness	A subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words
Phonological Awareness	Awareness of all levels of the speech sound system
Phonology	System of rules dealing with the sounds in a language
Semantics	Study of word and phrase meanings
Sight word vocabulary	Words that can be recognized efficiently at a glance. The goal is that all words

	eventually become sight words.
Syllable	part of a word organized around a vowel sound
Syntax	the formation of sentences and the associated grammatical rules.
Trigraph	group of three consecutive letters that are read as a single sound (e.g., -tch in catch; -igh in night; -ure in closure)
Vowel Team	two are more vowels which make one sound (e.g., ea, ou, ie, oo)
Word analysis	Analyzing morphemic units in words