

## Ohio ABE/ASE Standards Progression Tables for ELA/Literacy

### What are Standards Progression Tables?

Standards Progression Tables indicate the learning path students should follow according to established educational standards or curriculum (Salinas, 2009). The PDN has developed two sets of Standards Progression Tables for Ohio ABE instructors – one set for the Ohio Board of Regents ABE/ASE Standards for English Language Arts and Literacy (ELA/Literacy) and another set for the Ohio Board of Regents ABE/ASE Standards for Mathematics. These Standards Progression Tables organize the Ohio Board of Regents ABE/ASE Standards for ELA/Literacy and Mathematics vertically by concept and horizontally by educational functioning level (EFL).

### Why are Standards Progression Tables valuable?

Standards Progression Tables aid teachers in recognizing the connections between what comes before and after a specific standard or learning goal across EFLs. This is crucial for differentiating instruction because, in order to individualize instruction appropriately, teachers need to be able to evaluate at what level the learner is currently functioning in order to know how instruction should progress (Sáez, Lai, and Tindal, 2013). Additionally, Standards Progression Tables are essential for instructional planning in a multi-level classroom. Teachers can identify related skills and standards across EFLs and vary their instructional strategies, learning activities, resources, and assessments accordingly.

### How do I use Standards Progression Tables to plan and implement instruction and assessments?

Standards Progression Tables will aid teachers in:

- planning the sequence of instruction for a specific skill or set of skills;
- identifying specific trouble areas along the learning continuum for struggling students and facilitating learning by focusing on requisite skills;
- creating formative assessment tools for monitoring student progress;
- differentiating instruction or varying instructional strategies, learning activities, resources, and assessments in the multi-level classroom.

If you require assistance navigating and utilizing these Standards Progression Tables in your instructional planning and delivery, or if you have any questions, please contact the Ohio ABE Professional Development Network at [ohiopdn@literacy.kent.edu](mailto:ohiopdn@literacy.kent.edu).

### References:

- Salinas, I. (2009, June). *Learning progressions in science education: Two approaches for development*. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.
- Sáez, L., Lai, C. F., and Tindal, G. (2013). *Learning progressions: Tools for assessment and instruction for all learners (Technical Report No. 1307)*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.

## Ohio ABE/ASE Standards Progression Tables for ELA/Literacy

### Reading (R)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Foundational Skills</b>					
<b>Demonstrate understanding of phonological awareness.</b>					
<p><b>R.1.1.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>c. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>d. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2 and 1.2 merge)</li> </ul>					



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Apply phonics and word recognition.</b>					
<p><b>R.1.2.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>d. Decode regularly spelled one-syllable words.</li> <li>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>f. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>h. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>i. Read words with inflectional endings.</li> <li>j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>k. Recognize and read grade-appropriate irregularly spelled words. (RF.K.3 and 1.3 merge)</li> </ul>	<p><b>R.2.1.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>d. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Decode words with common Latin suffixes.</li> <li>g. Decode multisyllable words.</li> <li>h. Recognize and read grade-appropriate irregularly spelled words. (RF.2.3 and 3.3 merge)</li> </ul>	<p><b>R.3.1.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)</li> </ul>			



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Read with accuracy and fluency.</b>					
<p><b>R.1.3.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.K.4 and 1.4 merge)</li> </ul>	<p><b>R.2.2.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4 and 3.4 merge)</li> </ul>	<p><b>R.3.2.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4 and 5.4 merge)</li> </ul>			
<b>Key Ideas and Details</b>					
<b>Cite evidence.</b>					
<p><b>R.1.4.</b> Ask and answer questions about key details in a text. (RI/RL.1.1)</p>	<p><b>R.2.3.</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (RI/RL.2.1)</p>	<p><b>R.3.3.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</p> <p><b>R.3.4.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)</p>	<p><b>R.4.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)</p> <ul style="list-style-type: none"> <li>a. Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)</li> <li>b. Cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)</li> </ul>	<p><b>R.5.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)</p> <ul style="list-style-type: none"> <li>a. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</li> <li>b. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Determine central ideas.</b>					
<p><b>R.1.5.</b> Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p><b>R.2.4.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p><b>R.3.5.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p><b>R.3.6.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p><b>R.4.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</p> <p><b>a.</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2)</p>	<p><b>R.5.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p>	<p><b>R.6.1.</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>
<b>Analyze interactions within text.</b>					
<p><b>R.1.6.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3)</p>	<p><b>R.2.5.</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)</p>	<p><b>R.3.7.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3)</p>	<p><b>R.4.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)</p> <p><b>a.</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)</p> <p><b>R.4.4.</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (RST.6-8.3)</p>	<p><b>R.5.3.</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</p> <p><b>R.5.4.</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)</p>	<p><b>R.6.2.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p>



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Craft and Structure</b>					
<b>Interpret vocabulary.</b>					
<p><b>R.1.7.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p>	<p><b>R.2.6.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.3.4)</p>	<p><b>R.3.8.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)</p> <p><b>R.3.9.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)</p>	<p><b>R.4.5.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)</p>	<p><b>R.5.5.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)</p> <p>a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)</p>	
<b>Analyze text structure.</b>					
<p><b>R.1.8.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)</p>	<p><b>R.2.7.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (RI.2.5)</p> <p><b>R.2.8.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)</p>	<p><b>R.3.10.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5)</p> <p><b>R.3.11.</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p>	<p><b>R.4.6.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RI.6.5)</p> <p><b>R.4.7.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (RI.7.5)</p>	<p><b>R.5.6.</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)</p>	<p><b>R.6.3.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)</p>



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Assess purpose and point of view.</b>					
	<p><b>R.2.9.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)</p> <p><b>R.2.10.</b> Distinguish their own point of view from that of the author of a text. (RI.3.6)</p>	<p><b>R.3.12.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p> <p><b>R.3.13.</b> Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)</p>	<p><b>R.4.8.</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)</p> <p><b>R.4.9.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6)</p>	<p><b>R.5.7.</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)</p> <p style="padding-left: 20px;"><b>a.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)</p> <p><b>R.5.8.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p>	<p><b>R.6.4.</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p>
<b>Integration of Knowledge and Ideas</b>					
<b>Integrate and evaluate multimedia.</b>					
<p><b>R.1.9.</b> Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). (RI.1.7)</p>	<p><b>R.2.11.</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7)</p> <p><b>R.2.12.</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)</p>	<p><b>R.3.14.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)</p> <p><b>R.3.15.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</p>	<p><b>R.4.10.</b> Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</p> <p><b>R.4.11.</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (RST.6-8.7)</p>	<p><b>R.5.9.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</p> <p><b>R.5.10.</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)</p>	<p><b>R.6.5.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)</p>
<b>Evaluate the argument.</b>					
<p><b>R.1.10.</b> Identify the reasons an author gives to support points in a text. (RI.1.8)</p>	<p><b>R.2.13.</b> Describe how reasons support specific points the author makes in a text. (RI.2.8)</p>	<p><b>R.3.16.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</p>	<p><b>R.4.12.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)</p>	<p><b>R.5.11.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)</p>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Analyze multiple texts.</b>					
<p><b>R.1.11.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.1.9)</p>	<p><b>R.2.14.</b> Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)</p>	<p><b>R.3.17.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p>	<p><b>R.4.13.</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</p>	<p><b>R.5.12.</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)</p> <p><b>R.5.13.</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)</p> <p><b>a.</b> Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</p>	<p><b>R.6.6.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)</p>



**Writing (W)**

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Text Types and Purposes</b>					
<b>Write arguments.</b>					
	<p><b>W.2.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section. (W.3.1)</li> </ul>	<p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented. (W.5.1)</li> </ul>	<p><b>W.4.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)</li> </ul>	<p><b>W.5.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Write to explain or inform.</b>					
<p><b>W.1.1.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)</p>	<p><b>W.2.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section. (W.3.2)</li> </ul>	<p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented. (W.4.2)</li> </ul>	<p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W/WHST.6-8.2)</li> </ul>	<p><b>W.5.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Write narratives.</b>					
<b>W.1.2.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)	<b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)	Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.			
<b>Production and Distribution of Writing</b>					
<b>Write with coherence.</b>					
	<b>W.2.4.</b> Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	<b>W.3.3.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)	<b>W.4.3.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.6-8.4)		<b>W.6.1.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)
<b>Plan, revise, and rewrite writing.</b>					
<b>W.1.3.</b> With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)	<b>W.2.5.</b> With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.3.5)	<b>W.3.4.</b> With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5)	<b>W.4.4.</b> With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W/WHST.6-8.5)		<b>W.6.2.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)
<b>Use technology.</b>					
<b>W.1.4.</b> With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	<b>W.2.6.</b> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6)	<b>W.3.5.</b> With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)	<b>W.4.5.</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)	<b>W.5.3.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Research to Build and Present Knowledge</b>					
<b>Write short research projects.</b>					
<b>W.1.5.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7)	<b>W.2.7.</b> Conduct short research projects that build knowledge about a topic. (W.3.7)	<b>W.3.6.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)	<b>W.4.6.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)		<b>W.6.3.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)
<b>Use multiple sources.</b>					
<b>W.1.6.</b> With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	<b>W.2.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)	<b>W.3.7.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)	<b>W.4.7.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W/WHST.6-8.8)	<b>W.5.4.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)	
<b>Use text evidence.</b>					
		<b>W.3.8.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).</li> <li>b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). (W.5.9)</li> </ul>	<b>W.4.8.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).</li> <li>b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). (W/WHST.6-8.9)</li> </ul>		<b>W.6.4.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply Reading standards from this level to literature (e.g., “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).</li> <li>b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis in print or digital text”). (W/WHST.11-12.9)</li> </ul>



## Speaking and Listening (S)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Comprehension and Collaboration</b>					
<b>Prepare for participation in a range of conversations.</b>					
<p><b>S.1.1.</b> Participate in collaborative conversations with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1)</li> </ul>	<p><b>S.2.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion. (SL.3.1)</li> </ul>	<p><b>S.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1)</li> </ul>	<p><b>S.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</li> </ul>	<p><b>S.5.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Integrate and evaluate information presented in diverse media and formats.</b>					
<b>S.1.2.</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (SL.K.2)	<b>S.2.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2)	<b>S.3.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2)  <b>S.3.3.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)	<b>S.4.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2)		<b>S.6.1.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)
<b>Evaluate the speaker's point of view.</b>					
<b>S.1.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)	<b>S.2.3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)	<b>S.3.4.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)	<b>S.4.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3)		<b>S.6.2.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3)
<b>Presentation of Knowledge and Ideas</b>					
<b>Present information clearly, and know your audience.</b>					
<b>S.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	<b>S.2.4.</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)	<b>S.3.5.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)	<b>S.4.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4)	<b>S.5.2.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)	
<b>Use digital media.</b>					
		<b>S.3.6.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)	<b>S.4.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)		<b>S.6.3.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Adapt speech to context.</b>					
<p><b>S.1.5.</b> Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)</p> <p><b>S.1.6.</b> Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.) (SL.1.6)</p>	<p><b>S.2.5.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.) (SL.3.6)</p>	<p><b>S.3.7.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.) (SL.4.6)</p>	<p><b>S.4.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.8.6)</p>		<p><b>S.6.4.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.) (SL.11-12.6)</p>



## Language (L)

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Conventions of Standard English</b>					
<b>Demonstrate command of grammar and usage.</b>					
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring nouns and verbs.</li> <li>h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>i. Use determiners (e.g., articles, demonstratives).</li> <li>j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)</li> </ul>	<p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>f. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>g. Form and use regular and irregular verbs.</li> <li>h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>i. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>k. Use coordinating and subordinating conjunctions.</li> <li>l. Produce simple, compound, and complex sentences.</li> <li>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</li> </ul>	<p><b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>f. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>g. Recognize and correct inappropriate shifts in verb tense.</li> <li>h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>i. Form and use prepositional phrases.</li> <li>j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> <li>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</li> </ul>	<p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns.</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague or unclear pronouns.</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>g. Form and use verbs in the active and passive voice.</li> <li>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>i. Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>j. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</li> </ul>	<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Demonstrate command of punctuation and spelling.</b>					
<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Capitalize dates and names of people.</li> <li>c. Recognize and name end punctuation.</li> <li>d. Use end punctuation for sentences.</li> <li>e. Use commas in dates and to separate single words in a series.</li> <li>f. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Capitalize appropriate words in titles.</li> <li>c. Use commas in greetings and closings of letters.</li> <li>d. Use commas in addresses.</li> <li>e. Use commas and quotation marks in dialogue.</li> <li>f. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>g. Form and use possessives.</li> <li>h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2 and 3.2 merge)</li> </ul>	<p><b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use punctuation to separate items in a series.</li> <li>d. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>e. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>f. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>g. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>h. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2 and 5.2 merge)</li> </ul>	<p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>c. Use an ellipsis to indicate an omission.</li> <li>d. Spell correctly. (L.6.2 through 8.2 merge)</li> </ul>	<p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly. (L.9-10.2)</li> </ul>	



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Knowledge of Language</b>					
<b>Use knowledge of language.</b>					
	<p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)</li> </ul>	<p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>b. Choose words and phrases to convey ideas precisely.</li> <li>c. Choose punctuation for effect.</li> <li>d. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> <li>e. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>f. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.4.3 and 5.3 merge)</li> </ul>	<p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>b. Maintain consistency in style and tone.</li> <li>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)</li> </ul>		



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Vocabulary Acquisition and Use</b>					
<b>Use context clues.</b>					
<p><b>L.1.3.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (L.1.4)</li> </ul>	<p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4)</li> </ul>	<p><b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, autograph, photograph, photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4 and 5.4 merge)</li> </ul>	<p><b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4)</li> </ul>		<p><b>L.6.1.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)</li> </ul>



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>Use figurative language.</b>					
<p><b>L.1.4.</b> With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (L.1.5)</li> </ul>	<p><b>L.2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). (L.3.5)</li> </ul>	<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)</li> </ul>			
<b>Use academic language.</b>					
<p><b>L.1.5.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (L.1.6)</p>	<p><b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>). (L.2.6)</p> <p><b>L.2.7.</b> Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (L.3.6)</p>	<p><b>L.3.6.</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>); are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation); or signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (L.4.6 and 5.6 merge).</p>	<p><b>L.4.5.</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>		<p><b>L.6.2.</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)</p>