



**PARMA CITY SCHOOL DISTRICT  
COURSE OF STUDY  
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**ENGLISH LANGUAGE ARTS  
K-5**

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## **INTRODUCTION/BACKGROUND/PURPOSE/RATIONALE**

In 2010, the State Board of Education adopted Ohio's Learning Standards in English Language Arts as a guide to teaching and learning in the classroom. The kindergarten-grade 12 standards have been fully in use in Ohio classrooms since the start of the 2014-2015 school year. In early 2016, educators statewide began assisting the Ohio Department of Education in updating Ohio's Learning Standards in English Language Arts to better prepare students for college and careers. The department surveyed the public to get feedback to help in proposing revisions. In the fall of 2016, the department presented the proposed standards revisions to the Senate and House education committees, as well as the State Board of Education. The board adopted the proposed revisions for Ohio's Learning Standards for English Language Arts in early winter 2017.

The stakeholder committees revised many standards for clarity. For example, the committees revised Reading standard two at all grade levels to clarify the connection between finding a theme or central ideas in a text and providing a summary of the text that includes those elements, as well as other important details. In addition, the stakeholder committees added content to other standards from feedback the department received from surveys. Reading Literature standard 10 now contains language incorporating reader response theory, which deals with a student's interaction or relationship with the text that includes his or her personal, cultural, historical, and ethical connections and experiences as a way of deepening understanding of the text that extends beyond literary criticism. Likewise, Writing standards one and two now expect the student to establish a clear thesis while producing argument and informative/explanatory writing pieces. In addition to the revisions to specific standards by the stakeholder committees, the department completed a technical edit on the standards, which included the addition or revision of punctuation, clarifications to phrasing, and adherence to outlining conventions. The committees checked and revised all standards for vertical alignment in all strands and at all grade levels. In addition, process terms, such as delineate and evaluate, along with several other terms found in the standards, were added to the new *English Language Arts Glossary of Terms*.

## **KEY DESIGN CONSIDERATIONS**

### **COLLEGE AND CAREER READINESS AND GRADE-SPECIFIC STANDARDS**

The College and Career Readiness (CCR) standards anchor the document and define general, cross- disciplinary literacy expectations that students must meet to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and the high school (grades 9-12) standards work in tandem to define the college and career readiness line -- the former providing broad standards, the latter providing additional specificity. Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### **RESEARCH AND MEDIA SKILLS BLENDED INTO THE STANDARDS AS A WHOLE**

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Every aspect of today's curriculum contains the need to conduct research and to produce and consume media. In like fashion, research and media skills and understandings infiltrate the standards rather than representing a separate section.

## SHARED RESPONSIBILITY FOR STUDENTS' LITERACY DEVELOPMENT

The standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including, but not limited to, English language arts (ELA). The grades 6-12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have roles in this development as well.

The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

### DISTRIBUTION OF LITERARY AND INFORMATIONAL PASSAGES BY GRADE IN THE 2009 NAEP READING FRAMEWORK

GRADE	LITERARY	INFORMATIONAL
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

### DISTRIBUTION OF COMMUNICATIVE PURPOSES BY GRADE IN THE 2011 NAEP WRITING FRAMEWORK

GRADE	TO PERSUADE	TO EXPLAIN	TO CONVEY EXPERIENCE
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

The standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K-5, the standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the standards demand that a significant amount of reading of informational texts take place in and outside the English language arts (ELA) classroom. Fulfilling the standards for 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Since the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. To measure students' growth toward college and career readiness, assessments aligned with the standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the standards concurs with NAEP's shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts. It follows that writing assessments aligned with the standards should adhere to the distribution of writing purposes across grades outlined by NAEP. Note that the percentages on the tables reflect the sum of student reading and writing, not just reading and writing in ELA settings.

## **FOCUS AND COHERENCE IN INSTRUCTION AND ASSESSMENT**

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The 10 CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

## **STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE**

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

**THEY DEMONSTRATE INDEPENDENCE.** Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm understanding. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**THEY BUILD STRONG CONTENT KNOWLEDGE.** Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**THEY RESPOND TO THE VARYING DEMANDS OF AUDIENCE, TASK, PURPOSE, AND DISCIPLINE.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**THEY COMPREHEND AS WELL AS CRITIQUE.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

**THEY VALUE EVIDENCE.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

**THEY USE TECHNOLOGY AND DIGITAL MEDIA STRATEGICALLY AND CAPABLY.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**THEY COME TO UNDERSTAND OTHER PERSPECTIVES AND CULTURES.** Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

## **INTENDED LEARNING OUTCOMES**

The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

### **KEY IDEAS AND DETAILS**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **CRAFT AND STRUCTURE**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

### **INTEGRATION OF KNOWLEDGE AND IDEAS**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

### **NOTE ON RANGE AND CONTENT OF STUDENT READING**

#### **K-12**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields. To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

#### **Literacy in History/Social Studies, Science, and Technical Subjects 6-12**

College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey concepts.

## ***College and Career Readiness Anchor Standards for Writing***

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

## **TEXT TYPES AND PURPOSES\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## **PRODUCTION AND DISTRIBUTION OF WRITING**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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\*Skills marked are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## RANGE OF WRITING

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### NOTE ON RANGE AND CONTENT OF STUDENT WRITING

#### K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended periods throughout the year.

#### 6-12 General and Writing in History/Social Studies, Science, and Technical Subjects 6-12

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative, — to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long periods throughout the year.

## ***College and Career Readiness Anchor Standards for Speaking and Listening***

The K–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

## COMPREHENSION AND COLLABORATION

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

## PRESENTATION OF KNOWLEDGE AND IDEAS

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## LEARNING TARGETS & ACADEMIC VOCABULARY

The following section outlines the specific state and local content standards each teacher should teach and assess for mastery as outlined by the required sequencing depicted in curriculum maps provided each year by the Department of Curriculum and Instruction. In addition, each teacher should teach and assess for mastery the target academic vocabulary words for each grade level/course as directed and provided by the Department of Curriculum and Instruction. The Department of Curriculum & Instruction will request feedback periodically from staff in regard to any suggested revisions to sequencing and/or local standards language or target academic vocabulary.

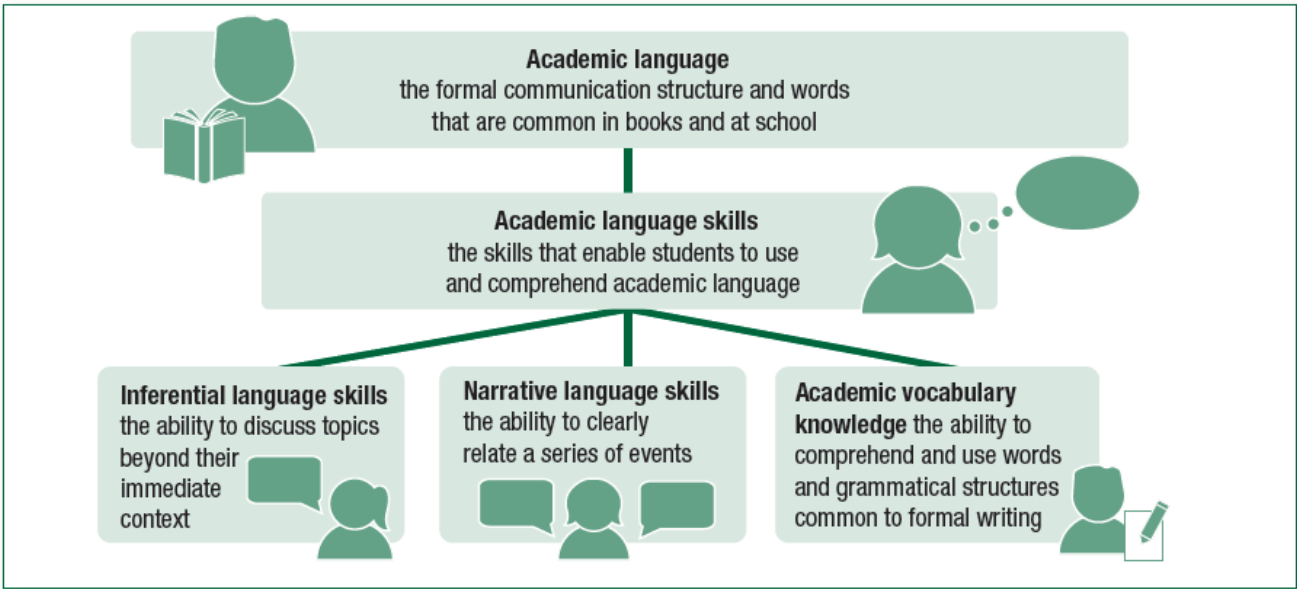
The standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The requirement that students read increasingly complex texts through the grades implies rigor and offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Both the standards themselves and the collection of annotated student writing samples in Appendix C of Ohio's Learning Standards for English Language Arts 2017 reflect the expected growth in student writing ability. *Students advancing through the grades should meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

These standards encourage fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Educators should differentiate instruction: good readers will need much less practice with these concepts than struggling readers will. ***The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.***

It is expected that staff keep abreast of current evidence-based practices that have strong and/or moderate evidence to support effectiveness of the strategy and/or resource. The teaching and reinforcement of academic vocabulary is paramount to student academic success and a promising practice for closing learning gaps with at risk subgroups of learners (Marzano, 2001; Marzano, 2005; Marzano, 2010; Marzano & Simms, 2013; Institute of Education Sciences, 2016). The following graphic outlines the important concepts related to the development of academic language and related skills in students:



Defining academic language skills



According to Institute for Education Science practice guide entitled, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade (2016), the following four evidence-based recommendations should be emphasized in grades K-3 literacy instruction:

Recommendations in this practice guide:

- 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- 2. Develop awareness of the segments of sound in speech and how they link to letters.
- 3. Teach students to decode words, analyze word parts, and write and recognize words.
- 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Timeline across grades K–3

Grade K	Grade 1	Grade 2	Grade 3
Recommendation 1			
Recommendation 2			
Recommendation 3			
Recommendation 4			

The following chart identifies IES recommendations for implementing the foundational reading skills recommendations in the K-3 classroom:

<b>Recommendation 1: Teach Students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</b>
<ul style="list-style-type: none"> <li>Engage students in conversations that support the use and comprehension of inferential language.</li> </ul>
<ul style="list-style-type: none"> <li>Explicitly engage students in developing narrative language skills.</li> </ul>
<ul style="list-style-type: none"> <li>Teach academic vocabulary in the context of other reading activities.</li> </ul>
<b>Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.</b>
<ul style="list-style-type: none"> <li>Teach students to recognize and manipulate segments of sound in speech.</li> </ul>
<ul style="list-style-type: none"> <li>Teach students letter-sound relations in the following recommended order: consonants and short vowel sounds represented by single letters, consonant blends, common two-letter consonant digraphs, long vowels with silent e, and two-letter vowel teams (vowel digraphs such as ea and ou).</li> </ul>
<ul style="list-style-type: none"> <li>Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.</li> </ul>
<b>Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.</b>
<ul style="list-style-type: none"> <li>Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.</li> </ul>
<ul style="list-style-type: none"> <li>Instruct students in common sound-spelling patterns, beginning with initial consonant patterns and, as students advance, introduce vowel and syllable-construction patterns.</li> </ul>
<ul style="list-style-type: none"> <li>Teach students to recognize common word parts (suffixes, contractions, basic roots) and how to combine them to create words.</li> </ul>
<ul style="list-style-type: none"> <li>Have students read decodable words in isolation and in text.</li> </ul>
<ul style="list-style-type: none"> <li>Teach regular and irregular high-frequency words so that students can recognize them efficiently by having students practice reading the words frequently until they learn to recognize them quickly.</li> </ul>
<ul style="list-style-type: none"> <li>Introduce non-decodable words (words made up of irregular sound-spelling patterns or sound-spelling patterns that students have not yet learned) that are essential to the meaning of the text as whole words.</li> </ul>

<b>Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</b>
<ul style="list-style-type: none"> <li>As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.</li> </ul>
<ul style="list-style-type: none"> <li>Teach students to self-monitor their understanding of the text and to self-correct word-reading errors by having students reread the sentence in which the misread word appears.</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.</li> </ul>

The IES (2010) also provides K-3 teachers with specific evidence-based recommendations for the development of reading comprehension skills in our youngest learners. The following table outlines these recommendations:

<b>Recommendation 1: Teach Students how to use reading comprehension strategies.</b>
<ul style="list-style-type: none"> <li>Teach students how to use several research-based reading comprehension strategies.</li> </ul>
<ul style="list-style-type: none"> <li>Teach reading comprehension strategies individually or in combination.</li> </ul>
<ul style="list-style-type: none"> <li>Teach reading comprehension strategies by using a gradual release of responsibility.</li> </ul>
<b>Recommendation 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.</b>
<ul style="list-style-type: none"> <li>Explain how to identify and connect the parts of narrative texts.</li> </ul>
<ul style="list-style-type: none"> <li>Provide instruction on common structures of informational texts.</li> </ul>
<b>Recommendation 3: Guide students through focused, high-quality discussion on the meaning of text.</b>
<ul style="list-style-type: none"> <li>Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.</li> </ul>
<ul style="list-style-type: none"> <li>Develop discussion questions that require students to think deeply about text.</li> </ul>
<ul style="list-style-type: none"> <li>Ask follow-up questions to encourage and facilitate discussion.</li> </ul>
<ul style="list-style-type: none"> <li>Have students lead structured small-group discussions.</li> </ul>

<b>Recommendation 4: Select texts purposefully to support comprehension development.</b>
<ul style="list-style-type: none"><li>• Teach reading comprehension with multiple genres of text.</li></ul>
<ul style="list-style-type: none"><li>• Choose texts of high quality with richness and depth of ideas and information.</li></ul>
<ul style="list-style-type: none"><li>• Choose texts with word recognition and comprehension difficulty appropriate for the students' reading ability and the instructional activity.</li></ul>
<ul style="list-style-type: none"><li>• Use texts that support the purpose of instruction.</li></ul>
<b>Recommendation 5: Establish an engaging and motivating context in which to teach reading comprehension.</b>
<ul style="list-style-type: none"><li>• Help students discover the purpose and benefits of reading.</li></ul>
<ul style="list-style-type: none"><li>• Create opportunities for students to see themselves as successful readers.</li></ul>
<ul style="list-style-type: none"><li>• Give students reading choices.</li></ul>
<ul style="list-style-type: none"><li>• Give student the opportunity to learn by collaborating with their peers.</li></ul>


















*The Role of Handwriting in Reading and Writing Development*

According to research, the ability to write letters and words is closely tied to students' ability to read words. Over time, research has confirmed the importance of separate instruction for both reading and handwriting. Especially in the early grades, when letter identification and phonemic awareness skills are developed and mastered, the reinforcement of these concepts may occur through handwriting instruction. The sequence of handwriting skill development should be closely linked to the order of in which students learn skills related to alphabetic principle and phonemic awareness. Therefore, the Department of Curriculum & Instruction will include in all curriculum guides the expected sequence of instruction for handwriting.

*The Role of Technology*

Ohio Standards for Technology are embedded in the ELA content standards that follow and will be specified in the annual curriculum maps provided by the Department of Curriculum & Instruction.

## KINDERGARTEN

LITERATURE
KEY IDEAS AND DETAILS
<b>Standard</b>
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.
CRAFT AND STRUCTURE
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
INTEGRATION OF KNOWLEDGE AND IDEAS
<b>RL.K. 7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>RL.K.8</b> (Not applicable to literature)
<b>RL.K. 9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

INFORMATIONAL
KEY IDEAS AND DETAILS
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CRAFT AND STRUCTURE
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS
<b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.

<b>FOUNDATIONAL SKILLS - Note: In kindergarten, children should demonstrate increasing awareness and competence in the areas that follow.</b>	
<b>PRINT CONCEPTS</b>	
	<b>Standard</b>
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>
<b>PHONOLOGICAL AWARENESS</b>	
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>	
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one grapheme (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. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
<b>FLUENCY</b>	
<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.

<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
<b>W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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\*Skills marked are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

PRODUCTION AND DISTRIBUTION OF WRITING	
	Standard
<b>W.K.4</b> (Begins in grade 3)	
<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>W.K.9</b> (Begins in grade 4)	
RANGE OF WRITING	
<b>W.K.10</b> (Begins in grade 3)	

SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
<b>SL.K.1</b> Participate in collaborative conversations about <i>kindergarten topics and texts</i> with diverse partners in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
b. Continue a conversation through multiple exchanges.	
<b>SL.K.2</b> Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	
<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
PRESENTATION OF KNOWLEDGE AND IDEAS	
<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	

LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
<b>L.K.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	
b. Use frequently occurring nouns and verbs.	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
f. Produce and expand complete sentences in shared language activities.	

<b>CONVENTIONS OF STANDARD ENGLISH, CONTINUED</b>	
	<b>Standard</b>
<b>L.K.2</b>	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel phonemes (sounds). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
<b>L.K.3</b>	(Begins in grade 2)
<b>VOCABULARY ACQUISITION AND USE</b>	
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>
<b>L.K.5</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



**GRADE 1****LITERATURE****KEY IDEAS AND DETAILS****Standard**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** Analyze literary text development.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**CRAFT AND STRUCTURE**

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.8** (Not applicable to literature)

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**INFORMATIONAL****KEY IDEAS AND DETAILS**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Analyze informational text development.

- a. Identify the main topic.
- b. Retell key details of a text.

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**CRAFT AND STRUCTURE**

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** 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.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

<b>FOUNDATIONAL SKILLS</b>	
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
	<b>Standard</b>
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade 1
<b>PRINT CONCEPTS</b>	
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>PHONOLOGICAL AWARENESS</b>	
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending phonemes, including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual phonemes.</li> </ul>
<b>PHONICS AND WORD RECOGNITION</b>	
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>e. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>FLUENCY</b>	
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension. <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.</li> </ul>

<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	<b>Standard</b>
<b>W.1.1</b>	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
<b>W.1.2</b>	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.3</b>	Write narratives to 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.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>W.1.4</b>	(Begins in grade 3)
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>W.1.7</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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>W.1.9</b>	(Begins in grade 4)
<b>RANGE OF WRITING</b>	
<b>W.1.10</b>	(Begins in grade 3)

<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
<b>SL.1.1</b>	Participate in collaborative conversations about <i>grade 1 topics and texts</i> with diverse partners in small and larger groups. <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.</li> </ul>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	<b>Standard</b>
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <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., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
<b>L.K.3</b> (Begins in grade 2)	
<b>VOCABULARY ACQUISITION AND USE</b>	
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <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., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <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 duck is a bird that swims; a tiger 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 cozy).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>
<b>L.1.6</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., because).

**GRADE 2****LITERATURE****KEY IDEAS AND DETAILS****Standard**

**RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RL.2.2** Analyze literary text development.

- a. Determine the lesson or moral.
- b. Retell stories, including fables and folktales from diverse cultures.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**CRAFT AND STRUCTURE**

**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.6** Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

**INTEGRATION OF KNOWLEDGE AND IDEAS**

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.8** (Not applicable to literature)

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**INFORMATIONAL****KEY IDEAS AND DETAILS**

**RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RI.2.2** Analyze informational text development.

- a. Identify the main topic of a multi- paragraph text.
- b. Identify the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**CRAFT AND STRUCTURE**

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.2.5** 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.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
	<b>Standard</b>
<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>RI.2.8</b>	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>FOUNDATIONAL SKILLS</b>	
<b>PHONICS AND WORD RECOGNITION</b>	
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <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. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>FLUENCY</b>	
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension. <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.</li> </ul>

<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
<b>W.2.1</b>	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<b>W.2.2</b>	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>W.2.3</b>	Write narratives to 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.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>W.2.4</b>	(Begins in grade 3)
<b>W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
Standard
<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>W.2.9</b> (Begins in grade 4)
RANGE OF WRITING
<b>W.2.10</b> (Begins in grade 3)

SPEAKING AND LISTENING
COMPREHENSION AND COLLABORATION
<b>SL.2.1</b> Participate in collaborative conversations about <i>grade 2 topics and texts</i> with diverse partners in small and larger groups. <ul style="list-style-type: none"> <li>a. 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>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
<b>SL.2.2</b> Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
PRESENTATION OF KNOWLEDGE AND IDEAS
<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

LANGUAGE
CONVENTIONS OF STANDARD ENGLISH
<b>L.2.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., group).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>

CONVENTIONS OF STANDARD ENGLISH, CONTINTUED	
	Standard
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
KNOWLEDGE OF LANGUAGE	
<b>L.2.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Recognize formal and informal uses of English.</li> <li>b. Compare formal and informal uses of English.</li> </ul>
VOCABULARY ACQUISITION AND USE	
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <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., happy/unhappy, tell/retell).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>
<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., When other kids are happy that makes me happy).



**GRADE 3**

<b>LITERATURE</b>	
<b>KEY IDEAS AND DETAILS</b>	
<b>Standard</b>	
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
<b>RL.3.2</b> Analyze literary text development. <ul style="list-style-type: none"><li>a. Determine a theme and explain how it is conveyed through key details in the text.</li><li>b. Retell stories, including fables, folktales, and myths from diverse cultures.</li></ul>	
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
<b>CRAFT AND STRUCTURE</b>	
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
<b>RL.3.6</b> Describe the difference between points of view in texts, particularly first- and third-person narration.	
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	
<b>RL.3.8</b> (Not applicable to literature)	
<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	

<b>INFORMATIONAL</b>	
<b>KEY IDEAS AND DETAILS</b>	
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
<b>RI.3.2</b> Analyze informational text development. <ul style="list-style-type: none"><li>a. Determine the main idea of a text.</li><li>b. Retell the key details and explain how they support the main idea.</li></ul>	
<b>RI.3.3</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.	
<b>CRAFT AND STRUCTURE</b>	
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 3 topic or subject area</i> .	
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
<b>RI.3.6</b> Distinguish their own perspective from that of the author of a text.	

INTEGRATION OF KNOWLEDGE AND IDEAS	
	Standard
<b>RI.3.7</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).
<b>RI.3.8</b>	Describe the relationships between the evidence and points an author uses throughout a text.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RI.3.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
FOUNDATIONAL SKILLS	
PHONICS AND WORD RECOGNITION	
<b>RF.3.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>
FLUENCY	
<b>RF.3.4</b>	Read with sufficient accuracy and fluency to support comprehension. <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.</li> </ul>
WRITING	
TEXT TYPES AND PURPOSES	
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. <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., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>

TEXT TYPES AND PURPOSES, CONTINTUED	
	Standard
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure</li> </ul>
PRODUCTION AND DISTRIBUTION OF WRITING	
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.3.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>W.3.9</b>	(Begins in grade 4)
RANGE OF WRITING	
<b>W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <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.</li> </ul>
<b>SL.3.2</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.
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>
<b>Standard</b>
<b>SL.3.4</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.
<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

<b>LANGUAGE</b>
<b>CONVENTIONS OF STANDARD ENGLISH</b>
<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 nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. Ensure subject-verb and pronoun- antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</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. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>
<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>a. Choose words and phrases for effect.*</li> <li>b. Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul>

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\*Skills marked are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

VOCABULARY ACQUISITION AND USE	
	Standard
<b>L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<b>L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul>
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

**GRADE 4****LITERATURE****KEY IDEAS AND DETAILS****Standard**

**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.4.2** Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

**RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CRAFT AND STRUCTURE**

**RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**RL.4.6** Explain the differences in the point(s) of view in a text and different perspectives of the characters.

**RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**RL.4.8** (Not applicable to literature)

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

**RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**INFORMATIONAL SKILLS****KEY IDEAS AND DETAILS**

**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2** Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

**RI.4.3** 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.

**CRAFT AND STRUCTURE**

**RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**RI.4.5** 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.

<b>CRAFT AND STRUCTURE, CONTINUED</b>	
	<b>Standard</b>
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>RI.4.7</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.
<b>RI.4.8</b>	Explain how an author uses evidence to support particular points in a text.
<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>FOUNDATIONAL SKILLS</b>	
<b>PHONICS AND WORD RECOGNITION</b>	
<b>RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
<b>FLUENCY</b>	
<b>RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension. <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.</li> </ul>

<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <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 to aid comprehension, if needed.</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., another, for example, also, because).</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.</li> </ul>

TEXT TYPES AND PURPOSES, CONTINUED	
	Standard
<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
PRODUCTION AND DISTRIBUTION OF WRITING	
<b>W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<b>W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
<b>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>
RANGE OF WRITING	
<b>W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
<b>SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly. <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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>



<b>COMPREHENSION AND COLLABORATION, CONTINUED</b>	
	<b>Standard</b>
<b>SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<b>SL.4.6</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 grade 4 Language standards 1 for specific expectations.)
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
<b>L.4.1</b>	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul>
<b>L.4.2</b>	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <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 a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>KNOWLEDGE OF LANGUAGE</b>	
<b>L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. 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> </ul>

VOCABULARY ACQUISITION AND USE	
	Standard
<b>L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements 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., telegraph, photograph, autograph).</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.</li> </ul>
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</li> </ul>
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**GRADE 5**

<b>LITERATURE</b>	
<b>KEY IDEAS AND DETAILS</b>	
<b>Standard</b>	
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>RL.5.2</b> Analyze literary text development. <ul style="list-style-type: none"><li>a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</li><li>b. Summarize the text, incorporating a theme determined from details in the text.</li></ul>	
<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
<b>CRAFT AND STRUCTURE</b>	
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.	
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
<b>RL.5.6</b> Describe how a narrator's or speaker's point of view and perspective influence how events are described.	
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	
<b>RL.5.8</b> (Not applicable to literature)	
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>	
<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	

<b>INFORMATIONAL</b>	
<b>KEY IDEAS AND DETAILS</b>	
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>RI.5.2</b> Analyze informational text development. <ul style="list-style-type: none"><li>a. Determine the main ideas of a text and explain how they are supported by key details.</li><li>b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.</li></ul>	
<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	

CRAFT AND STRUCTURE	
Standard	
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 5 topic or subject area</i> .
<b>RI.5.5</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.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
INTEGRATION OF KNOWLEDGE AND IDEAS	
<b>RI.5.7</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.
<b>RI.5.8</b>	Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s).
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

FOUNDATIONAL SKILLS	
PHONICS AND WORD RECOGNITION	
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words by using 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.
FLUENCY	
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension. <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.</li> </ul>

WRITING	
TEXT TYPES AND PURPOSES	
Standard	
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <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., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>

<b>TEXT TYPES AND PURPOSES, CONTINUED</b>	
<b>Standard</b>	
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.</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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</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.</li> </ul>
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.5.5</b>	With guidance and support from peers and adults, 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 up to and including grade 5.)
<b>W.5.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>W.5.8</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.
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply grade 5 Reading standards to informational texts (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]”).</li> </ul>
<b>RANGE OF WRITING</b>	
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>SPEAKING AND LISTENING</b>	
<b>COMPREHENSION AND COLLABORATION</b>	
<b>Standard</b>	
<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. <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.</li> </ul>	
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>SL.5.4</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.	
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
<b>Standard</b>	
<b>L.5.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <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. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>	
<b>L.5.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	
<b>KNOWLEDGE OF LANGUAGE</b>	
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	

VOCABULARY ACQUISITION AND USE	
	Standard
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., 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., photograph, photosynthesis).</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.</li> </ul>
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <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.</li> </ul>
<b>L.5.6</b>	Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## PERFORMANCE LEVEL DESCRIPTORS



### ELA - WRITING PERFORMANCE LEVEL DESCRIPTORS

GRADE 5	PROFICIENT	ACCELERATED	ADVANCED
	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.
	Demonstrate a consistent ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)	Demonstrate a superior ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)	Demonstrate a sophisticated ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)
	Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)	Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics; (DOK 2)	Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics; (DOK 2)



## ELA - WRITING PERFORMANCE LEVEL DESCRIPTORS

<b>GRADE 4</b>	<p>A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.</p>	<p>A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.</p>	<p>A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.</p>
	<p>Demonstrate a consistent ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>	<p>Demonstrate a superior ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>	<p>Demonstrate a sophisticated ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>
	<p>Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>	<p>Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>	<p>Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>

## ELA - WRITING PERFORMANCE LEVEL DESCRIPTORS

<b>GRADE 3</b>	<p>A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.</p>	<p>A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.</p>	<p>A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.</p>
	<p>Demonstrate a consistent ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>	<p>Demonstrate a superior ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>	<p>Demonstrate a sophisticated ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language; (DOK 3)</p>
	<p>Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>	<p>Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>	<p>Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics. (DOK 2)</p>

## ELA - WRITING PERFORMANCE LEVEL DESCRIPTORS

### **GRADE 2**

**W.2.1** Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**W.2.2** Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

TECH

### **GRADE 1**

**W.1.1** Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

TECH

### **GRADE K**

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).

**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. TECH



# ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

GRADE 5	PROFICIENT	ACCELERATED	ADVANCED
	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; (DOK 3)	Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences; (DOK 3)	Quote accurately and strategically from a complex text when explaining what the text says explicitly and when drawing complex inferences; (DOK 3)
	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; (DOK 2)	Determine an implicit theme of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; (DOK 2)	Analyze multiple implicit themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; objectively summarize the text; (DOK 3)
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in	Compare and contrast, in depth, two or more characters, settings, or events in a	Compare and contrast, in depth, two or more complex characters, settings, or

## ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

the text (e.g., how characters interact); (DOK 3)	story or drama, drawing on specific details in the text; (DOK 3)	events in a story or drama, drawing on implicit details in the text; (DOK 3)
Determine the meaning of words and phrases and figurative language; (DOK 2)	Determine the meaning of unfamiliar words and phrases and figurative language using implicit textual support; (DOK 2)	Determine the meaning of unfamiliar words and phrases and figurative language by making connections to sparse textual support; (DOK 3)
Determine the meaning of words and phrases and figurative language; (DOK 2)	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction; (DOK 3)	Explain and analyze how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; make inferences about the interaction, drawing on particular structural elements; (DOK 3)
Describe how a narrator's or speaker's point of view influences how events are described; (DOK 2)	Describe how a narrator's or speaker's point of view influences how complex events are described; (DOK 2)	Describe how a narrator's or speaker's point of view influences how complex events are described, including possible unconscious biases; (DOK 3)
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts; (DOK 2)	Evaluate in depth how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts; (DOK 3)	Evaluate how visual and multimedia elements contribute to the overall interpretation of a variety of texts by analyzing their effect on the meaning, tone, or beauty of the piece; (DOK 3)
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (DOK 2)	Compare and contrast stories in the same genre on their approaches to similar implicit themes and topics, providing evidence to support his or her claim. (DOK 2)	Compare and contrast complex stories in the same genre on their approaches to similar implicit themes and topics, providing explicit and inferred evidence to support his or her claim. (DOK 3)



# ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

<b>GRADE 4</b>	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; (DOK 2)	Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text; (DOK 2)	Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text; (DOK 2)
	Determine the theme of a story, drama, or poem and summarize the text; (DOK 2)	Determine an implicit theme of a story, drama, or poem; summarize the text; (DOK 2)	Determine an implicit theme of a story, drama, or poem by referring to key details; objectively summarize the text; (DOK 2)
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text; (DOK 2)	Describe in depth a character, setting, or event in a story or drama, drawing on implicit details in the text; (DOK 2)	Describe in depth a character, setting, or event in a story or drama, drawing on implicitly stated details in the text and relationships with other characters or events in the text; (DOK 2)
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology; (DOK 2)	Determine the meaning of unfamiliar words and phrases as they are used in a text, based on implicit textual support; (DOK 2)	Determine the meaning of unfamiliar words and phrases as they are used in a text, by making connections to subtle, sparse textual support; (DOK 2)

## ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

Explain major differences between poems, drama, and prose, and refer to the structural elements; (DOK 3)	Explain how major differences between poems, drama, and prose affect meaning, and refer to complex structural elements; (DOK 3)	Explain how major and minor differences between poems, drama, and prose affect meaning, and refer to complex structural elements; (DOK 3)
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations; (DOK 3)	Compare and contrast implicit points of view from which different stories are narrated, including differences between first- and third-person narrations; (DOK 3)	Compare and contrast implicit points of view from which different stories are narrated, including shifting points of view and the difference between first- and third-person narrations; (DOK 3)
Make connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text; (DOK 3)	Make connections between information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text; (DOK 3)	Make connections between implicit information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text; (DOK 3)
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (DOK 2)	Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures. (DOK 2)	Compare and contrast the treatment of implicit themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures; make higher level inferences to identify support used by authors. (DOK 2)

**ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS**

<b>GRADE 3</b>	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; (DOK 2)	Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; (DOK 2)	Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; (DOK 2)
	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text; (DOK 2)	Explain details to recount stories and determine the central messages, lessons, or morals and explain how they are conveyed through key details in the text; (DOK 2)	Explain details to recount stories, determine implicit central messages, lessons, or morals, and explain how they are conveyed through key details; (DOK 2)
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; (DOK 2)	Explain complex elements (e.g., traits, feelings, motivations) of characters in a story and explain how characters' actions contribute to the sequence of events; (DOK 3)	Analyze complex and inferred elements (e.g., traits, feelings, motivations) of complex characters in a story and explain how their actions contribute to a sequence of events; (DOK 3)
	Determine the meaning of words and phrases as they are used in a text,	Determine the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral	Determine the meaning of unfamiliar words and phrases, distinguishing literal from nonliteral language, in a text by



## ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

distinguishing literal from nonliteral language; (DOK 2)	language based on implicit textual support; (DOK 3)	making connections to subtle, sparse textual support; (DOK 3)
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, and describe how each successive part builds on earlier sections; (DOK 2)	Refer to moderately complicated parts of stories, dramas, and poems when writing or speaking about a text, using terms such as “chapter,” “scene,” and “stanza,” and describe how each successive part builds on earlier sections; (DOK 2)	Refer to complex parts of stories, dramas, and poems when writing or speaking about a text, using terms such as “chapter,” “scene,” and “stanza” and describe in detail how each successive part builds on earlier sections; (DOK 2)
Distinguish his or her own point of view from that of the narrator or those of the characters; (DOK 3)	Distinguish his or her own point of view from a suggested point of view of the narrator or those of the characters; (DOK 3)	Distinguish his or her own point of view from the implicit points of view of the narrator or those of the characters; (DOK 3)
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story; (DOK 2)	Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting; (DOK 2)	Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting and provide textual support; (DOK 2)
Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (DOK 2)	Compare and contrast complex, implicit themes, settings, and plots of stories written by the same author or about similar characters and make inferences to identify the support used by authors. (DOK 2)	Compare and contrast highly complex, implicit themes, settings, and plots of stories written by the same author about the same or similar characters and make higher-level inferences to identify support used by authors. (DOK 2)

## **GRADE 2**

**RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RL.2.2** Analyze literary text development.

- a. Determine the lesson or moral.
- b. Retell stories, including fables and folktales from diverse cultures.

**RL.2.3** Describe how characters in a story respond to major events and challenges.

**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.2.6** Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

## **GRADE 1**

**RL.1.1** Ask and answer questions about key details in a text.

**RL.1.2** Analyze literary text development.

- a. Demonstrate understanding of the lesson.
- b. Retell stories, including key details.

**RL.1.3** Describe characters, settings, and major events in a story, using key details.

**RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL.1.6** Identify who is telling the story at various points in a text.

**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

## ELA – LITERARY TEXT PERFORMANCE LEVEL DESCRIPTORS

- L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### **GRADE K**

- RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- RL.K.2** With prompting and support, retell familiar stories, including key details.
- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4** Ask and answer questions about unknown words in a text.
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K. 7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K. 9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
  - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
- L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of then concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
  - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.



# ELA – INFORMATIONAL TEXT PERFORMANCE LEVEL DESCRIPTORS

	<b>PROFICIENT</b>	<b>ACCELERATED</b>	<b>ADVANCED</b>
	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 5</b> English Language Arts. A student at this level has a sophisticated ability to determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points, and write an essay that introduces a topic and provides reasons for the student's opinion that are logically ordered and supported by facts and details.
<b>GRADE 5</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; (DOK 2)	Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences; (DOK 2)	Quote accurately and strategically from a text when explaining what the text says explicitly and when drawing complex inferences; (DOK 2)
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; (DOK 2, 3)	Determine the relationship between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive summary of the text; (DOK 2,3)	Determine the implicit relationships between two or more main ideas of a text and explain how they are supported by key details; provide a comprehensive and objective summary of the text; (DOK 2,3)
	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text; (DOK 2)	Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text; (DOK 3)	Analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information and implicit details in the text; (DOK 3)
	Determine the meaning of general academic and domain-specific words and phrases; (DOK 2)	Determines the meaning of unfamiliar general academic and domain-specific words and phrases based on implicit textual support; (DOK 2)	Determine the meaning of unfamiliar general academic and domain-specific words and phrases making connections to subtle, sparse textual support; (DOK 2)
	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; (DOK 2)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to overall meaning; (DOK 3)	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more complex texts and analyze how that structure contributes to overall meaning; (DOK 3)
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent; (DOK 3)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying	Analyze multiple accounts of the same complex event or topic, noting important similarities and differences in the point of view

## ELA – INFORMATIONAL TEXT PERFORMANCE LEVEL DESCRIPTORS

		examples where the author reveals the point of view; (DOK 3)	they represent and identifying examples where the author reveals their inferred point of view; (DOK 3)
	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer or to solve a problem; (DOK 2)	Analyze information from multiple sources, in order to connect implicit information for problem solving; (DOK 3)	Synthesize information from multiple sources in order to make complex inferences; (DOK 3)
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s); (DOK 2)	Evaluate the strength of the reasons and evidence an author uses to support particular points in a text; (DOK 3)	Evaluate the strength of the reasons and evidence an author uses to support particular points in a text, including identifying points with little or no support; (DOK 3)
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 3)	Analyze information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject. (DOK 3)	Synthesize inferred information from a range of texts on the same topic in order to write or speak knowledgeably, using textual evidence about the subject. (DOK 3)

<b>GRADE 4</b>	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and link ideas with categories of information.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 4</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the main idea of a text and explain how it is supported by key details while providing a summary of the text, explain how an author uses reasons and evidence to support particular points in a text, and write an opinion or explanatory piece that introduces a topic, develops the topic with facts, details, and supported opinions, and links ideas with categories of information.
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; (DOK 2)	Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing inferences from the text; (DOK 2)	Refer to details and examples in a text when explaining what the text says explicitly and implicitly when drawing complex inferences from the text; (DOK 2)
	Determine the main idea of a text and explain how it is supported by key details; summarize the text; (DOK 2)	Determine an implicit main idea of a text and explain, using textual evidence, how it is supported by key details; summarize the text; (DOK 3)	Determine an implicit main idea using implicit textual evidence and explain how it is supported by key details; objectively summarize the text; (DOK 3)
	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; (DOK 2)	Analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation; (DOK 3)	Analyze complex events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using implicit evidence from the text to justify the explanation; (DOK 3)



## ELA – INFORMATIONAL TEXT PERFORMANCE LEVEL DESCRIPTORS

Determine the meaning of general academic and domain-specific words and phrases; (DOK 2)	Determine the meaning of general academic and domain-specific words and phrases based on implicit textual support; (DOK 2)	Determine the meaning of general academic and domain-specific words and phrases by making connections to subtle, sparse textual support; (DOK 2)
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text; (DOK 1)	Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text; (DOK 2)	Explain the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text; consider the effects of alternate structures on the meaning of the text; (DOK 2)
Compare and contrast a firsthand and secondhand account of the same event or topic, describing the difference in focus and the information provided; (DOK 2) Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text in which it appears; (DOK 2)	Compare and contrast a firsthand and secondhand account of the same event or topic; describe, using textual evidence, the difference in focus and the information provided; (DOK 3)	Compare and contrast multiple firsthand and secondhand accounts of the same event or topic; describe, using textual evidence and implicit details, the difference in focus and the information provided; (DOK 3)
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text in which it appears; (DOK 2)	Analyze information presented visually, orally, or quantitatively and explain how the information contributes to and extends the overall understanding of the text in which it appears; (DOK 3)	Evaluate information presented visually, orally, or quantitatively and use evidence to show how the information contributes and extends the text; (DOK 2)
Explain how an author uses reasons and evidence to support particular points in a text; (DOK 2)	Analyze how an author uses reasons and evidence to support particular points in a text; (DOK 3)	Analyze how an author uses reasons and evidence to support particular points in a text, tracing the development of the author's point; (DOK 3)
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 3)	Integrate complex and inferred information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 3)	Integrate complex and inferred information and textual evidence from two texts on the same topic in an organized manner in order to write or speak about a complex subject knowledgeably. (DOK 3)

**ELA – INFORMATIONAL TEXT PERFORMANCE LEVEL DESCRIPTORS**

<b>GRADE 3</b>	A student performing at the <b>Proficient Level</b> demonstrates an appropriate command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>consistent ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.	A student performing at the <b>Accelerated Level</b> demonstrates a strong command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>superior ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.	A student performing at the <b>Advanced Level</b> demonstrates a distinguished command of Ohio's Learning Standards for <b>Grade 3</b> English Language Arts. A student at this level has a <b>sophisticated ability</b> to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text, describe the logical connection between particular sentences and paragraphs in a text, and write an opinion or explanatory piece that introduces a topic, provides reasons to support an opinion, uses linking words and phrases, and provides a concluding statement.
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; (DOK 1)	Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; (DOK 1)	Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers; (DOK 1)
	Determine the main idea of a text and recount key details and explain how they support the main idea; (DOK 2)	Determine a main idea of a text based on simple inferences and recount key details and explain how they support the main idea; (DOK 2)	Determine a main idea of a text based on complex inferences and recount key details and explain how they support the main idea; (DOK 2)
	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; (DOK 2)	Describe complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with emerging application, using academic language that pertains to time, sequence, and cause/effect; (DOK 2)	Describe and analyze complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with emerging application, using academic language that pertains to time, sequence, and cause/effect; (DOK 2)
	Determine the meaning of general academic and domain-specific words and phrases; (DOK 2)	Determine the meanings of general academic and domain-specific words and phrases based on implicit textual support; (DOK 2)	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text making connections to subtle, sparse textual support; (DOK 2)
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; (DOK 1)	Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to interpret information relevant to a given topic efficiently; (DOK 2)	Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently; (DOK 2)
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; (DOK 1)	Explain the difference between his or her own point of view from a point of view of the author of a text; (DOK 3)	Explain the difference between his or her own point of view from an implicit point of view of the author of a text; (DOK 3)



## ELA – INFORMATIONAL TEXT PERFORMANCE LEVEL DESCRIPTORS

Use information gained from an illustration and the words in a text to demonstrate understanding of the text; (DOK 1)	Explain the difference between his or her own point of view from a point of view of the author of a text; (DOK 2)	Use information gained from multiple illustrations and inferences within a text to explain the meaning of the text; (DOK 2)
Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); (DOK 2)	Describe the logical connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence); (DOK 2)	Describe complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence); (DOK 2)
Compare and contrast the most important points and key details presented in two texts on the same topic. (DOK 2)	Compare and contrast the most important points and key details presented in two texts on the same topic and provide limited textual evidence to support these comparisons. (DOK 3)	Compare and contrast the most important points and key details presented in two texts on the same topic and provide detailed textual evidence to support these comparisons. (DOK 3)

### **GRADE 2**

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** Analyze informational text development.

- Identify the main topic of a multi-paragraph text.
- Identify the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**RI.2.5** 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.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RI.2.8** Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



## **GRADE 1**

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Analyze informational text development.

- a. Identify the main topic.
- b. Retell key details of a text

**RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**RI.1.5** 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.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.8** Identify the reasons an author gives to support points in a text.

**RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

## **GRADE K**

**RI.K.1** With prompting and support, ask and answer questions about key details in a text.

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

**RI.K.5** Identify the front cover, back cover, and title page of a book.

**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.

**RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

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- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of then concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

## **INSTRUCTION, MATERIALS, AND RESOURCE REQUIREMENTS AND RECOMMENDATIONS**

The content contained within this course guide outlines the standards required for each course in relation to teaching and assessment activities. Specific curriculum sequencing, material and/or resource requirements and recommendations will be communicated through the Dept. of Curriculum & Instruction at the beginning of each school year. Staff may also consult the Ohio Department of Education Model Curricula page by visiting the ODE web site and searching “Model Curriculum” for the subject specific documents.

Grades K-5 should ensure that high quality, evidence-based instruction occurs each day for a minimum of 90 uninterrupted minutes; the Department of Curriculum & Instruction may in select instances approve instructional blocks in the master schedule that provide less than 90 minutes of uninterrupted instruction. It is expected that staff keep up to date on evidence-based instructional strategies and resources through information shared by the Department of Curriculum & Instruction, resources cited in this curriculum guide and other professional organizations.

### **WORKS CITED**

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