

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
SUNSHINE STATE STANDARDS**

**SUBJECT:** Reading  
**CATEGORY:** K-5 (6) Comprehensive Core Reading Program  
**SUBMISSION TITLE:** Enter Title of Submission Here  
**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Indicate Intended Grades for Submission

**CATEGORY CODE NUMBER:** RK5000

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
<b>Concepts of Print</b>	Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
The student will:			
LA.K.1.1.1	locate a printed word on a page;		
LA.K.1.1.2	distinguish letters from words;		
LA.K.1.1.3	identify the separate sounds in a spoken sentence;		
LA.K.1.1.4	match print to speech;		
LA.K.1.1.5	identify parts of a book (e.g., front cover, back cover, title page);		
LA.K.1.1.6	move top to bottom and left to right on the printed page; and		
LA.K.1.1.7	name all upper and lower case letters of the alphabet.		
<b>Phonological Awareness</b>	Standard: The student demonstrates phonological awareness.		
The student will:			
LA.K.1.2.1	auditorily segment sentences into the correct number of words;		
LA.K.1.2.2	identify, blend, and segment syllables in words;		
LA.K.1.2.3	recognize and produce words that rhyme; and		
LA.K.1.2.4	identify, blend, and segment onset and rime.		
<b>Phonemic Awareness</b>	Standard: The student demonstrates phonemic awareness.		
The student will:			
LA.K.1.3.1	identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., "sat");		
LA.K1.3.2	blend and segment individual phonemes in simple, one-syllable words; and		

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LA.K.1.3.3	manipulate individual phonemes in CVC words through addition, deletion, and substitution.		
<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.K.1.4.1	recognize and recall the one to one correspondence between most letters and sounds; and		
LA.K.1.4.2	decode simple words in isolation and in context.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.K.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.K.1.6.2	listen to and discuss both familiar and conceptually challenging text;		
LA.K.1.6.3	describe common objects and events in both general and specific language;		
LA.K.1.6.4	identify and sort common words into basic categories (e.g., colors, shapes, food);		
LA.K.1.6.5	use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	relate new vocabulary to prior knowledge.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.K.1.7.1	make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);		

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LA.K.1.7.2	use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;		
LA.K.1.7.3	retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and		
LA.K.1.7.4	identify the author's purpose as stated in the text.		
<b>Kindergarten: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.K.2.1.1	identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);		
LA.K.2.1.2	retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;		
LA.K.2.1.3	identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;		
LA.K.2.1.4	select materials to read for pleasure; and		

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LA.K.2.1.5	participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), and text to world (social connection).		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			
LA.K.2.2.1	identify the purpose of non-fictional text;		
LA.K.2.2.2	retell important facts from a text heard or read; and		
LA.K.2.2.3	select non-fiction material to read for pleasure.		
<b>Kindergarten: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.K.3.1.1	connecting thoughts and oral language to generate ideas; and		
LA.K.3.1.2	drawing a picture about ideas from stories read aloud or generated through class discussion.		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			

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LA.K.3.2.1	drawing, telling, or writing about a familiar experience, topic or text; and		
LA.K.3.2.2	creating a group draft, scripted by the teacher.		
<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student will correctly use:			
LA.K.3.4.1	knowledge of letter/sound relationships to spell simple words.		
LA.K.3.4.2	capital letters to begin "important words;" and		
LA.K.3.4.3	end punctuation, including periods, question marks, and exclamation points;		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing		
<b>Kindergarten: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.K.4.1.1	create narratives by drawing, dictating, and/or using emergent writing; and		
LA.K.4.1.2	participate in writing simple stories, poems, rhymes, or song lyrics.		
<b>Informative</b>	Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.		
The student will participate in writing:			

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LA.K.4.2.1	participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;		
LA.K.4.2.2	participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);		
LA.K.4.2.3	participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;		
LA.K.4.2.4	communications with teacher as scribe, including friendly letters and thank-you notes; and		
LA.K.4.2.5	draw a simple map of the classroom.		
<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.		
<b>Kindergarten: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
The student will:			
LA.K.5.1.1	print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;		
LA.K.5.1.2	write from left to right and top to bottom of page;		
LA.K.5.1.3	recognize spacing between letters and words;		

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LA.K.5.1.4	print own first and last name; and		
LA.K.5.1.5	understand the concept of writing and identifying numerals.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
The student will:			
LA.K.5.2.1	listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);		
LA.K.5.2.2	listen attentively to fiction and non-fiction read-alouds and demonstrate understanding;		
LA.K.5.2.3	repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);		
LA.K.5.2.4	recite short poems, rhymes, songs, and stories with repeated patterns;		
LA.K.5.2.5	communicate effectively when relating experiences and retelling stories heard; and		
LA.K.5.2.6	use complete sentences when speaking.		
<b>Kindergarten: Information and Media Literacy</b>			
<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			

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LA.K.6.2.1	ask questions and recognize the library media specialist or teacher as an information source;		
LA.K.6.2.2	use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);		
LA.K.6.2.3	participate in creating a simple class report where the teacher is the scribe; and		
LA.K.6.2.4	recognize that authors, illustrators, and composers create informational sources.		
	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
	<b>Media Literacy</b>		
	The student will:		
LA.K.6.3.1	recognize print and nonprint media; and		
LA.K.6.3.2	state the main idea after viewing print media.		
	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
	<b>Technology</b>		
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.		

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<b>Concepts of Print</b>	Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
The student will:			
LA.1.1.1.1	locate the title, table of contents, names of author and illustrator, glossary, and index; and		
LA.1.1.1.2	distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).		
<b>Phonemic Awareness</b>	Standard: The student demonstrates phonemic awareness.		
The student will:			
LA.1.1.3.1	identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);		
LA.1.1.3.2	blend three to five phonemes to form words;		
LA.1.1.3.3	segment single syllable words into individual phonemes; and		
LA.1.1.3.4	manipulate individual phonemes to create new words through addition, deletion, and substitution.		
<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.1.1.4.1	generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;		
LA.1.1.4.2	identify the sounds of vowels and consonant digraphs in printed words;		

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LA.1.1.4.3	decode words with r-controlled letter-sound associations;		
LA.1.1.4.4	decode words from common word families;		
LA.1.1.4.5	recognize high frequency words;		
LA.1.1.4.6	identify common, irregular words, compound words, and contractions;		
LA.1.1.4.7	decode base words and inflectional endings; and use self-correction when subsequent reading indicates an earlier misreading.		
LA.1.1.4.8	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
<b>Fluency</b>			
The student will:			
LA.1.1.5.1	apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.1.1.5.2	recognize high frequency and familiar words in isolation and in context; and		
LA.1.1.5.3	adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.1.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.1.1.6.2	listen to, read, and discuss both familiar and conceptually challenging text;		
LA.1.1.6.3	use context clues;		
LA.1.1.6.4	categorize key vocabulary and identify salient features;		
LA.1.1.6.5	relate new vocabulary to prior knowledge;		

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LA.1.1.6.6	identify and sort common words into conceptual categories;		
LA.1.1.6.7	identify common antonyms and synonyms;		
LA.1.1.6.8	use meaning of individual words to predict meaning of unknown compound words;		
LA.1.1.6.9	determine the correct meaning of words with multiple meanings (e.g., mine) in context; and		
LA.1.1.6.10	determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.1.1.7.1	identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;		
LA.1.1.7.2	use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;		
LA.1.1.7.3	retell the main idea or essential message;		
LA.1.1.7.4	identify supporting details;		
LA.1.1.7.5	distinguish fact from fiction and cause from effect;		
LA.1.1.7.6	arrange events in sequence;		
LA.1.1.7.7	identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events).		
LA.1.1.7.8	identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and		

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LA.1.1.7.9	self monitor comprehension and reread when necessary.		
<b>Grade 1: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.1.2.1.1	identify various literary forms (e.g., stories, poems, fables, legends, picture books);		
LA.1.2.1.2	retell the main events (e.g., beginning, middle, end) in a story;		
LA.1.2.1.3	identify the characters and settings in a story;		
LA.1.2.1.4	identify rhyme, rhythm, alliteration, and patterned structures in poems for children;		
LA.1.2.1.5	respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and		
LA.1.2.1.6	select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		

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The student will:			
LA.1.2.2.1	locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;		
LA.1.2.2.2	select age and ability appropriate non-fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and		
LA.1.2.2.3	organize information found in non-fiction text through charting, listing, mapping, or summarizing.		
<b>Grade 1: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.1.3.1.1	generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);		
LA.1.3.1.2	discussing the purpose for a writing piece; and		
LA.1.3.1.3	organizing ideas using simple webs, maps, or lists.		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			
LA.1.3.2.1	maintaining focus on a single idea using supporting details; and		

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LA.1.3.2.2	organizing details into a logical sequence that has a beginning, middle, and end.		
<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
The student will revise by:			
LA.1.3.3.1	evaluating the draft for logical thinking and marking out repetitive text; and		
LA.1.3.3.2	creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student will correctly use:			
LA.1.3.4.1	common spelling patterns (e.g., onset and rimes, words families, and simple CVC words) and conventional spelling of high frequency words;		
LA.1.3.4.2	capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;		
LA.1.3.4.3	commas in dates, items in a series;		
LA.1.3.4.4	singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mines, his/her, hers);		
LA.1.3.4.5	subject and verb agreement in simple sentences; and		
LA.1.3.4.6	end punctuation for sentences, including periods, question marks, and exclamation points.		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		

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LA.1.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
<b>Grade 1: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.1.4.1.1	write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and		
LA.1.4.1.2	participate in writing simple stories, poems, rhymes, or song lyrics.		
<b>Informative</b>	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
The student will:			
LA.1.4.2.1	write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);		
LA.1.4.2.2	participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);		
LA.1.4.2.3	write an informational/expository paragraph that contains a topic sentence and at least three details;		
LA.1.4.2.4	write basic communications, including friendly letters and thank-you notes; and		
LA.1.4.2.5	write simple directions to familiar locations using "left and right," and create a map that matches the directions.		

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SUNSHINE STATE STANDARDS**

**SUBJECT:** Reading  
**CATEGORY:** K-5 (6) Comprehensive Core Reading Program  
**SUBMISSION TITLE:** Enter Title of Submission Here  
**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Enter Intended Grades for Submission

**CATEGORY CODE NUMBER:** RK5000

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
<b>Grade 1: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
The student will:			
LA.1.5.1.1	write numbers and uppercase and lowercase letters using left to right sequencing; and		
LA.1.5.1.2	use appropriate spacing between letters, words, and sentences.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
The student will:			
LA.1.5.2.1	listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;		
LA.1.5.2.2	retell specific details of information heard;		
LA.1.5.2.3	listen attentively to fiction and non-fiction read-alouds and demonstrate understanding;		
LA.1.5.2.4	use formal and informal language appropriately;		
LA.1.5.2.5	communicate effectively when relating experiences and retelling stories read and heard; and		

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LA.1.5.2.6	participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.		
<b>Grade 1: Information and Media Literacy</b>			
<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.1.6.1.1	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.1.6.2.1	formulate questions and gather information using simple reference materials (e.g., non-fiction books, picture dictionaries, software);		
LA.1.6.2.2	use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;		
LA.1.6.2.3	write a simple report with a title and three facts, using informational sources; and		
LA.1.6.2.4	identify authors, illustrators, or composers with their works.		
<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		

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The student will:			
LA.1.6.3.1	recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		
LA.1.6.3.2	identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.2.1.4.1	use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);		
LA.2.1.4.2	apply knowledge of spelling patterns to identify syllables;		
LA.2.1.4.3	decode phonetically regular one-syllable and multi-syllable words in isolation and in context;		
LA.2.1.4.4	identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);		
LA.2.1.4.5	recognize high frequency words;		
LA.2.1.4.6	recognize common abbreviations;		
LA.2.1.4.7	recognize and correctly use regular and irregular plurals; and		
LA.2.1.4.8	use self-correction when subsequent reading indicates an earlier misreading.		
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.2.1.5.1	apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.2.1.5.2	identify high frequency phonetically irregular words in context; and		
LA.2.1.5.3	adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
The student will:			
LA.2.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.2.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.2.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.2.1.6.4	categorize key vocabulary and identify salient features;		
LA.2.1.6.5	relate new vocabulary to familiar words;		
LA.2.1.6.6	identify base (root) words and common prefixes to determine the meanings of prefixed words;		
LA.2.1.6.7	identify antonyms, synonyms, and homophones;		
LA.2.1.6.8	determine the correct meaning of words with multiple meanings (e.g., mine) in context; and		
LA.2.1.6.9	determine meanings of unfamiliar words by using a dictionary and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.2.1.7.1	identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		
LA.2.1.7.2	determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;		
LA.2.1.7.3	summarize information in text, including but not limited to main idea, supporting details, and connections between texts;		
LA.2.1.7.4	identify cause-and-effect relationships in text;		

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LA.2.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.2.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.2.1.7.7	compare and contrast characters and settings in one text; and		
LA.2.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
<b>Grade 2: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.2.2.1.1	identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;		
LA.2.2.1.2	identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;		
LA.2.2.1.3	identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;		

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LA.2.2.1.4	identify an author's theme, and use details from the text to explain how the author developed that theme;		
LA.2.2.1.5	respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);		
LA.2.2.1.6	write a book report identifying character(s), setting, and sequence of events;		
LA.2.2.1.7	identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and		
LA.2.2.1.8	select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			
LA.2.2.2.1	recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations)		
LA.2.2.2.2	use explicitly stated information to answer a question;		

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LA.2.2.2.3	distinguish among a variety of text (e.g., reference, practical/functional); and		
LA.2.2.2.4	select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Grade 2: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.2.3.1.1	generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);		
LA.2.3.1.2	determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and		
LA.2.3.1.3	making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			
LA.2.3.2.1	maintaining focus on a single idea and developing supporting details; and		
LA.2.3.2.2	organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.		

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<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
The student will revise by:			
LA.2.3.3.1	evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;		
LA.2.3.3.2	creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;		
LA.2.3.3.3	creating interest by incorporating descriptive words and supporting details, such as sensory language; and		
LA.2.3.3.4	evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student will correctly use:			
LA.2.3.4.1	conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;		
LA.2.3.4.2	capitalization, including initial word in a sentence, the pronoun "I," and proper names;		
LA.2.3.4.3	commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;		

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LA.2.3.4.4	nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers);		
LA.2.3.4.5	subject/verb and noun/pronoun agreement in simple and compound sentences;		
LA.2.3.4.6	end punctuation for compound sentences, statements, questions, and exclamations.		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
<b>Grade 2: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.2.4.1.1	write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and		
LA.2.4.1.2	compose simple stories, poems, riddles, rhymes, or song lyrics.		
<b>Informative</b>	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
The student will:			
LA.2.4.2.1	write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);		
LA.2.4.2.2	record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;		

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LA.2.4.2.3	write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;		
LA.2.4.2.4	write communications, including friendly letters and thank-you notes; and		
LA.2.4.2.5	write simple directions to familiar locations using "left and right," and create a map that matches the directions.		
<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
<b>Grade 2: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
LA.2.5.1.1	The student will demonstrate legible printing skills.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
The student will:			
LA.2.5.2.1	interpret information presented and seek clarification when needed;		
LA.2.5.2.2	begin to use language appropriate for different occasions, audiences, and topics;		
LA.2.5.2.3	use increasingly complex language patterns and sentence structure when communicating; and		
LA.2.5.2.4	listen politely to oral presentations by classmates.		
<b>Grade 2: Information and Media Literacy</b>			

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<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.2.6.2.1	generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references);		
LA.2.6.2.2	select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;		
LA.2.6.2.3	analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and		
LA.2.6.2.4	record the authors and titles of works.		
<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.2.6.3.1	recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and		

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LA.2.6.3.2	identify types of mass communication (e.g., film, newspapers, radio, digital technology).		
<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
The student will:			
LA.2.6.4.1	use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.2.6.4.2	use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.		

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<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.3.1.4.1	use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;		
LA.3.1.4.2	use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;		
LA.3.1.4.3	decode multi-syllabic words in isolation and in context; and		
LA.3.1.4.4	use self-correction when subsequent reading indicates an earlier misreading.		
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.3.1.5.1	apply letter-sound knowledge to decode unknown words quickly and accurately in context; and		
LA.3.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.3.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.3.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.3.1.6.3	use context clues to determine meanings of unfamiliar words;		

LA.3.1.6.4	categorize key vocabulary and identify salient features;		
LA.3.1.6.5	relate new vocabulary to familiar words;		
LA.3.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);		
LA.3.1.6.7	use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;		
LA.3.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.3.1.6.9	determine the correct meaning of words with multiple meanings in context; and		
LA.3.1.6.10	determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.3.1.7.1	identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		
LA.3.1.7.2	identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;		
LA.3.1.7.3	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;		
LA.3.1.7.4	identify cause-and-effect relationships in text;		
LA.3.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.3.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.3.1.7.7	compare and contrast topics, settings, characters, and problems in two texts; and		

LA.3.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
<b>Grade 3: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.3.2.1.1	understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);		
LA.3.2.1.2	identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;		
LA.3.2.1.3	identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);		
LA.3.2.1.4	identify an author's theme, and use details from the text to explain how the author developed that theme;		
LA.3.2.1.5	identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;		
LA.3.2.1.6	write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;		
LA.3.2.1.7	respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and		

LA.3.2.1.8	select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			
LA.3.2.2.1	identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);		
LA.3.2.2.2	use information from the text to answer questions related to explicitly stated main ideas or relevant details;		
LA.3.2.2.3	organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;		
LA.3.2.2.4	identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and		
LA.3.2.2.5	select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Grade 3: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.3.3.1.1	generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);		

LA.3.3.1.2	determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and		
LA.3.3.1.3	using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			
LA.3.3.2.1	using a pre-writing plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and		
LA.3.3.2.2	organizing information into a logical sequence through the use of time-order words and cause/effect transitions.		
<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
The student will revise by:			
LA.3.3.3.1	evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;		
LA.3.3.3.2	creating clarity by using a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;		
LA.3.3.3.3	creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.3.3.3.4	applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student edits writing for grammar and language conventions, including the correct use of:			

LA.3.3.4.1	spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;		
LA.3.3.4.2	capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;		
LA.3.3.4.3	punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;		
LA.3.3.4.4	present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;		
LA.3.3.4.5	subject/verb and noun/pronoun agreement in simple and compound sentences;		
LA.3.3.4.6	end punctuation for compound, declarative, interrogative, and exclamatory sentences;		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
The student will:			
LA.3.3.5.1	prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.3.3.5.2	add graphics where appropriate; and		
LA.3.3.5.3	share the writing with the intended audience.		
<b>Grade 3: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.3.4.1.1	write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and		
LA.3.4.1.2	write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format		

	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
<b>Informative</b>			
The student will:			
LA.3.4.2.1	write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);		
LA.3.4.2.2	record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;		
LA.3.4.2.3	write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;		
LA.3.4.2.4	write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and		
LA.3.4.2.5	write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.		
	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
<b>Persuasive</b>			
LA.3.4.3.1	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.		
<b>Grade 3: Communication</b>			
	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
<b>Penmanship</b>			
LA.3.5.1.1	The student will demonstrate beginning cursive writing skills.		
	Standard: The student effectively applies listening and speaking strategies.		
<b>Listening and Speaking</b>			
The student will:			
LA.3.5.2.1	recall, interpret, and summarize information presented orally; and		
LA.3.5.2.2	plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.		

<b>Grade 3: Information and Media Literacy</b>			
<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.3.6.2.1	determine information needed for a search by narrowing or broadening a topic, identify key words;		
LA.3.6.2.2	use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;		
LA.3.6.2.3	communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and		
LA.3.6.2.4	record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).		
<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.3.6.3.1	determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and		
LA.3.6.3.2	identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.		

<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
The student will:			
LA.3.6.4.1	use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and		
LA.3.6.4.2	use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.		

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**SUBJECT:** Reading  
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**PUBLISHER:** Enter Publishing Company Here  
**GRADE(S):** Enter Intended Grades for Submission

**CATEGORY CODE NUMBER:** RK5000

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.4.1.4.1	recognize knowledge of spelling patterns;		
LA.4.1.4.2	use structural analysis; and		
LA.4.1.4.3	use language structure to read multi-syllabic words in text.		
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.4.1.5.1	demonstrate the ability to read grade level text; and		
LA.4.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.4.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.4.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.4.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.4.1.6.4	categorize key vocabulary and identify salient features;		
LA.4.1.6.5	relate new vocabulary to familiar words;		
LA.4.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);		

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LA.4.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;		
LA.4.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.4.1.6.9	determine the correct meaning of words with multiple meanings in context; and		
LA.4.1.6.10	determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.4.1.7.1	identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);		
LA.4.1.7.2	identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;		
LA.4.1.7.3	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;		
LA.4.1.7.4	identify cause-and-effect relationships in text;		
LA.4.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;		
LA.4.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		

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LA.4.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.4.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		
<b>Grade 4: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.4.2.1.1	read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;		
LA.4.2.1.2	identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;		
LA.4.2.1.3	identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);		
LA.4.2.1.4	identify an author's theme, and use details from the text to explain how the author developed that theme;		

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LA.4.2.1.5	respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);		
LA.4.2.1.6	write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;		
LA.4.2.1.7	identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;		
LA.4.2.1.8	recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and		
LA.4.2.1.9	select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			

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LA.4.2.2.1	locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);		
LA.4.2.2.2	use information from the text to answer questions related to explicitly stated main ideas or relevant details;		
LA.4.2.2.3	organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;		
LA.4.2.2.4	identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and		
LA.4.2.2.5	select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.		
<b>Grade 4: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			
LA.4.3.1.1	generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;		

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LA.4.3.1.2	determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and		
LA.4.3.1.3	organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			
LA.4.3.2.1	using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;		
LA.4.3.2.2	organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.4.3.2.3	creating interesting leads through the use of quotations, questions, or descriptions.		
<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
The student will revise by:			
LA.4.3.3.1	evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;		

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LA.4.3.3.2	creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);		
LA.4.3.3.3	creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.4.3.3.4	applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student edits writing for grammar and language conventions, including the correct use of:			
LA.4.3.4.1	spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;		
LA.4.3.4.2	capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);		

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LA.4.3.4.3	punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;		
LA.4.3.4.4	present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;		
LA.4.3.4.5	subject/verb and noun/pronoun agreement in simple and compound sentences; and		
LA.4.3.4.6	end punctuation for declarative, interrogative, imperative, and exclamatory sentences.		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
The student will:			
LA.4.3.5.1	prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.4.3.5.2	use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and		
LA.4.3.5.3	share the writing with the intended audience.		
<b>Grade 4: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			

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LA.4.4.1.1	write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience, and		
LA.4.4.1.2	write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.		
<b>Informative</b>	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
The student will:			
LA.4.4.2.1	write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);		
LA.4.4.2.2	record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;		
LA.4.4.2.3	write informational/expository essays that contain introductory, body, and concluding paragraphs;		
LA.4.4.2.4	write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		

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LA.4.4.2.5	write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.		
<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
The student will write persuasive text (e.g., essay, written communication) that:			
LA.4.4.3.1	establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.4.4.3.2	includes persuasive techniques (e.g., word choice, repetition, emotional appeal).		
<b>Grade 4: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
LA.4.5.1.1	The student will demonstrate legible cursive writing skills.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
The student will:			
LA.4.5.2.1	listen to information presented orally and show an understanding of key points;		
LA.4.5.2.2	plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;		

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LA.4.5.2.3	listen attentively to speakers and takes notes as needed to ensure accuracy of information;		
LA.4.5.2.4	ask questions of speakers, using appropriate tone and eye contact; and		
LA.4.5.2.5	make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.		
<b>Grade 4: Information and Media Literacy</b>			
<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.4.6.2.1	select a topic for inquiry, refine a predetermined search plan;		
LA.4.6.2.2	apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;		

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LA.4.6.2.3	communicate information in a report that includes main idea(s) and relevant details, with visual supports; and		
LA.4.6.2.4	record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		
<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.4.6.3.1	examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.4.6.3.2	recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.		
<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
The student will:			
LA.4.6.4.1	use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.4.6.4.2	determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		

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<b>Phonics/Word Analysis</b>	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.5.1.4.1	understand spelling patterns;		
LA.5.1.4.2	recognize structural analysis; and		
LA.5.1.4.3	use language structure to read multi-syllabic words in text.		
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.5.1.5.1	demonstrate the ability to read grade level text; and		
LA.5.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.5.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.5.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.5.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.5.1.6.4	categorize key vocabulary and identify salient features;		
LA.5.1.6.5	relate new vocabulary to familiar words;		
LA.5.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);		

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LA.5.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;		
LA.5.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.5.1.6.9	determine the correct meaning of words with multiple meanings in context;		
LA.5.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.5.1.6.11	use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.5.1.7.1	explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;		
LA.5.1.7.2	identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;		
LA.5.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.5.1.7.4	identify cause-and-effect relationships in text;		

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LA.5.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;		
LA.5.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.5.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.5.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		
<b>Grade 5: Literary Analysis</b>			
<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.5.2.1.1	demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;		
LA.5.2.1.2	locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;		

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LA.5.2.1.3	demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;		
LA.5.2.1.4	identify an author's theme, and use details from the text to explain how the author developed that theme;		
LA.5.2.1.5	demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;		
LA.5.2.1.6	write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;		
LA.5.2.1.7	identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;		
LA.5.2.1.8	explain changes in the vocabulary and language patterns of literary texts written across historical periods; and		
LA.5.2.1.9	use interest and recommendations of other to select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.		

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<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			
LA.5.2.2.1	locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);		
LA.5.2.2.2	use information from the text to answer questions related to explicitly stated main ideas or relevant details;		
LA.5.2.2.3	organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);		
LA.5.2.2.4	identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and		
LA.5.2.2.5	use interest and recommendations of others to select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.		
<b>Grade 5: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			

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LA.5.3.1.1	generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;		
LA.5.3.1.2	determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and		
LA.5.3.1.3	organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses main idea, logical sequence, and the time needed to complete the task.		
	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
	The student will draft writing by:		
LA.5.3.2.1	using a pre-writing plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;		
LA.5.3.2.2	organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.5.3.2.3	creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).		

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<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
	The student will revise by:		
LA.5.3.3.1	evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		
LA.5.3.3.2	creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;		
LA.5.3.3.3	creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.5.3.3.4	applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
	The student edits writing for grammar and language conventions, including the correct use of:		
LA.5.3.4.1	spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;		

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LA.5.3.4.2	capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;		
LA.5.3.4.3	punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;		
LA.5.3.4.4	the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and		
LA.5.3.4.5	subject/verb and noun/pronoun agreement in simple and compound sentences.		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
The student will:			
LA.5.3.5.1	prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.5.3.5.2	use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and		
LA.5.3.5.3	share the writing with the intended audience.		
<b>Grade 5: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.5.4.1.1	write narratives that establish a situation and plot with rising action, conflict, and resolution; and		

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LA.5.4.1.2	write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.		
<b>Informative</b>	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
The student will:			
LA.5.4.2.1	write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.5.4.2.2	record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;		
LA.5.4.2.3	write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;		
LA.5.4.2.4	write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.5.4.2.5	write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.		

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<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
	The student will write persuasive text (e.g., essay, written communication) that:		
LA.5.4.3.1	establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.5.4.3.2	includes persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).		
<b>Grade 5: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
LA.5.5.1.1	The student will demonstrate fluent and legible cursive writing skills.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
	The student will:		
LA.5.5.2.1	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and		
LA.5.5.2.2	make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.		
<b>Grade 5: Information and Media Literacy</b>			

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<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.5.6.2.1	select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;		
LA.5.6.2.2	read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;		
LA.5.6.2.3	write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and		
LA.5.6.2.4	record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).		

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<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.5.6.3.1	examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.5.6.3.2	use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.		
<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
The student will:			
LA.5.6.4.1	select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.5.6.4.2	determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.6.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.6.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.6.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.6.1.6.4	categorize key vocabulary and identify salient features;		
LA.6.1.6.5	relate new vocabulary to familiar words;		
LA.6.1.6.6	distinguish denotative and connotative meanings of words;		
LA.6.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.6.1.6.8	identify advanced word/phrase relationships and their meanings;		
LA.6.1.6.9	determine the correct meaning of words with multiple meanings in context;		
LA.6.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		

LA.6.1.6.11	identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.6.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.6.1.7.2	analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they effect meaning;		
LA.6.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.6.1.7.4	identify cause-and-effect relationships in text;		
LA.6.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		
LA.6.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		
LA.6.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and		
LA.6.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		
<b>Grade 6: Literary Analysis</b>			

<b>Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.		
The student will:			
LA.6.2.1.1	demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;		
LA.6.2.1.2	locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;		
LA.6.2.1.3	locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;		
LA.6.2.1.4	identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);		
LA.6.2.1.5	develop an interpretation of a selection around several clear ideas, premises, or images, and justify the interpretation through sustained use of examples and contextual evidence;		
LA.6.2.1.6	write a book report, review, or critique that compares two or more works by the same author;		
LA.6.2.1.7	locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;		
LA.6.2.1.8	compare language patterns and vocabulary of contemporary texts to those of historical texts;		
LA.6.2.1.9	explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and		

LA.6.2.1.10	use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.		
<b>Non-Fiction</b>	Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.		
The student will:			
LA.6.2.2.1	locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);		
LA.6.2.2.2	use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;		
LA.6.2.2.3	organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);		
LA.6.2.2.4	identify the characteristics of a variety of types of non-fiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and		
LA.6.2.2.5	use interest and recommendation of others to select a variety of age- and ability-appropriate non-fiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.		
<b>Grade 6: Writing Process</b>			
<b>Pre-Writing</b>	Standard: The student will use prewriting strategies to generate ideas and formulate a plan.		
The student will prewrite by:			

LA.6.3.1.1	generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;		
LA.6.3.1.2	making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and		
LA.6.3.1.3	using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map) to make a plan for writing that prioritizes ideas and addresses purpose, audience, main idea, and logical sequence.		
<b>Drafting</b>	Standard: The student will write a draft appropriate to the topic, audience, and purpose.		
The student will draft writing by:			
LA.6.3.2.1	developing main ideas from the pre-writing plan using primary and secondary sources appropriate to purpose and audience, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;		
LA.6.3.2.2	organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and		
LA.6.3.2.3	analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.		
<b>Revising</b>	Standard: The student will revise and refine the draft for clarity and effectiveness.		
The student will revise by:			
LA.6.3.3.1	evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;		

LA.6.3.3.2	creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);		
LA.6.3.3.3	creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and		
LA.6.3.3.4	applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).		
<b>Editing for Language Conventions</b>	Standard: The student will edit and correct the draft for standard language conventions.		
The student edits writing for grammar and language conventions, including the correct use of:			
LA.6.3.4.1	spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;		
LA.6.3.4.2	capitalization, including major words in titles of books, plays, movies, and television programs;		
LA.6.3.4.3	punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;		
LA.6.3.4.4	the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and		
LA.6.3.4.5	consistency in verb tense in simple, compound, and complex sentences.		
<b>Publishing</b>	Standard: The student will write a final product for the intended audience.		
The student will:			

LA.6.3.5.1	prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);		
LA.6.3.5.2	use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and		
LA.6.3.5.3	share the writing with the intended audience.		
<b>Grade 6: Writing Applications</b>			
<b>Creative</b>	Standard: The student develops and demonstrates creative writing.		
The student will:			
LA.6.4.1.1	write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and		
LA.6.4.1.2	write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.		
<b>Informative</b>	Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.		
The student will:			
LA.6.4.2.1	write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);		
LA.6.4.2.2	record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;		
LA.6.4.2.3	write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;		

LA.6.4.2.4	write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and		
LA.6.4.2.5	write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.		
<b>Persuasive</b>	Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that:			
LA.6.4.3.1	establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and		
LA.6.4.3.2	include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).		
<b>Grade 6: Communication</b>			
<b>Penmanship</b>	Standard: The student engages in the writing process and writes to communicate ideas and experiences.		
LA.6.5.1.1	The student will use fluent and legible handwriting skills.		
<b>Listening and Speaking</b>	Standard: The student effectively applies listening and speaking strategies.		
The student will:			
LA.6.5.2.1	listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and		
LA.6.5.2.2	deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.		

<b>Grade 6: Information and Media Literacy</b>			
<b>Informational Text</b>	Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.		
LA.6.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.		
<b>Research Process</b>	Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
The student will:			
LA.6.6.2.1	select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;		
LA.6.6.2.2	collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;		
LA.6.6.2.3	write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and		
LA.6.6.2.4	explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.		
<b>Media Literacy</b>	Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.		
The student will:			
LA.6.6.3.1	analyze ways that production elements (e.g., graphics, color, motion, sound, and digital technology) affect communication across the media; and		
LA.6.6.3.2	demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.		

<b>Technology</b>	Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.		
The student will:			
LA.6.6.4.1	use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and		
LA.6.6.4.2	determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.		