



### Standards Map

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### Progression of Foundations Benchmarks

These are the progressions of the Foundations benchmarks. Foundations benchmarks do not spiral in the same way as those in the other strands. The other strands appear in spiraled progressions in the next section.

Progression of Foundational Skills		
Print Concepts	ELA.K.F.1.1	Demonstrate knowledge of the basic concepts of print.
		a. Locate a printed word on a page.
		b. Distinguish letters from words within sentences.
		c. Match print to speech to demonstrate that language is represented by print.
		d. Identify parts of a book (front cover, back cover, title page).
		e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
		f. Identify all upper- and lowercase letters of the alphabet.
		g. Recognize that print conveys specific meaning and pictures may support meaning.
ELA.1.F.1.1	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	
Phonological Awareness	ELA.K.F.1.2	Demonstrate phonological awareness.
		a. Blend and segment syllables in spoken words.
		b. Identify and produce alliterative and rhyming words.
		c. Blend and segment onset and rimes of single-syllable words.
		d. Identify the initial, medial, and final sound of spoken words.
		e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
	f. Segment and blend phonemes in single-syllable spoken words.	
	ELA.1.F.1.2	Demonstrate phonological awareness.
		a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
		b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
		c. Blend single-syllable spoken words with at least five phonemes.
		d. Segment single-syllable spoken words with at least five phonemes.
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables, and sounds.	
	a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.	
	b. Accurately segment single-syllable and multisyllabic words.	
Phonics and Word Analysis	ELA.K.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Demonstrate knowledge of the most frequent sound for each consonant.
		b. Demonstrate knowledge of the short and long sounds for the five major vowels.
		c. Decode consonant-vowel-consonant (CVC) words.
	ELA.1.F.1.3	d. Encode consonant-vowel-consonant (CVC) words.
		Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
		b. Decode simple words with r-controlled vowels.
		c. Decode and encode regularly spelled one-syllable words.
		d. Decode words with inflectional endings.



Phonics and Word Analysis		e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final -e and vowel teams to make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). c. Decode multisyllabic words.
	ELA.4.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.
	ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words. a. Use an array of strategies to decode single-syllable and multisyllabic words. b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
	ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words. a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
	ELA.K.F.1.4	Recognize and read with automaticity grade-level high frequency words.
	ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.
	ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
	ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
ELA.612.F.2.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
Fluency		



## Spiraled Standards in a Vertical Progression

For each standard in the reading, communication, and vocabulary strands, the benchmarks are listed starting from grade 12 and ending at kindergarten to assist with vertical planning. Since all content in kindergarten is new, the entire benchmark is bolded. Moving up from kindergarten, the bolded language shows the new concept added at that grade level. This chart can help with vertical planning within a district or school system. It also helps to provide a framework for teachers to enable scaffolds for students who may need remediation.

### Reading Standards

#### *Reading Prose and Poetry*

<b>R.1.1 Literary Elements</b>	
ELA.12.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text <b>and explain the functional significance of those elements in interpreting the text.</b>
ELA.11.R.1.1	<b>Evaluate</b> how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.10.R.1.1	<b>Analyze</b> how key elements enhance or add layers of meaning and/or style in a literary text.
ELA.9.R.1.1	<b>Explain how key elements enhance or add layers of meaning and/or style</b> in a literary text.
ELA.8.R.1.1	Analyze the <b>interaction between</b> character development, setting, and plot in a literary text.
ELA.7.R.1.1	Analyze <b>the impact of setting on character development and plot</b> in a literary text.
ELA.6.R.1.1	Analyze <b>how the interaction between characters contributes to the development of a plot</b> in a literary text.
ELA.5.R.1.1	<b>Analyze</b> how setting, events, conflict, and <b>characterization</b> contribute to the plot in a literary text.
ELA.4.R.1.1	Explain <b>how setting, events, conflict, and character development contribute to the plot</b> in a literary text.
ELA.3.R.1.1	<b>Explain how one or more characters develop throughout the plot</b> in a literary text.
ELA.2.R.1.1	Identify <b>plot structure</b> and describe main story elements in a <b>literary text</b> .
ELA.1.R.1.1	<b>Identify and</b> describe the <b>main story elements</b> in a story.
ELA.K.R.1.1	<b>Describe the main character(s), setting, and important events in a story.</b>

<b>R.1.2 Theme</b>	
ELA.12.R.1.2	Analyze two or more themes and <b>evaluate</b> their development throughout a literary text.
ELA.11.R.1.2	<b>Track and</b> analyze universal themes <b>in literary texts from different times and places.</b>
ELA.10.R.1.2	Analyze <b>and compare</b> universal themes and their development throughout a literary text.
ELA.9.R.1.2	Analyze <b>universal themes</b> and their development throughout a literary text.
ELA.8.R.1.2	<b>Analyze</b> two or more themes and their development throughout a literary text.
ELA.7.R.1.2	<b>Compare two or more</b> themes and their development throughout a literary text.
ELA.6.R.1.2	<b>Analyze</b> the development of stated or implied theme(s) throughout a literary text.
ELA.5.R.1.2	Explain the <b>development of</b> stated or implied theme(s) <b>throughout</b> a literary text.
ELA.4.R.1.2	Explain <b>a stated or implied</b> theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	<b>Explain</b> a theme and <b>how it develops, using details,</b> in a literary text.
ELA.2.R.1.2	Identify and explain a <b>theme of a literary text.</b>
ELA.1.R.1.2	<b>Identify and explain the moral of a story.</b>
<b>This benchmark is not present in kindergarten.</b>	



<b>R.1.3 Perspective and Point of View</b>	
ELA.12.R.1.3	<b>Evaluate the development</b> of character perspective, <b>including</b> conflicting perspectives.
ELA.11.R.1.3	Analyze <b>the author's choices in using juxtaposition to define</b> character perspective.
ELA.10.R.1.3	Analyze <b>coming of age experiences reflected in a text and how the author represents conflicting perspectives.</b>
ELA.9.R.1.3	Analyze <b>the influence of narrator perspective on a text, explaining how the author creates irony or satire.</b>
ELA.8.R.1.3	<b>Analyze how an author develops and individualizes the perspectives of different characters.</b>
ELA.7.R.1.3	Explain the influence of narrator(s), <b>including unreliable narrator(s)</b> , and/or shifts in point of view in a literary text.
ELA.6.R.1.3	<b>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</b>
ELA.5.R.1.3	<b>Describe how an author develops</b> a character's perspective in a literary text.
ELA.4.R.1.3	Identify <b>the narrator's point of view and explain the difference between a narrator's point of view and character perspective</b> in a literary text.
ELA.3.R.1.3	<b>Explain</b> different characters' perspectives in a literary text.
ELA.2.R.1.3	Identify <b>different characters' perspectives in a literary text.</b>
ELA.1.R.1.3	Explain <b>who is telling the story using context clues.</b>
ELA.K.R.1.3	<b>Explain the roles of author and illustrator of a story.</b>

<b>R.1.4 Poetry</b>	
ELA.12.R.1.4	<b>Evaluate works of major poets in their historical context.</b>
ELA.11.R.1.4	Analyze <b>ways in which poetry reflects themes and issues of its time period.</b>
ELA.10.R.1.4	Analyze <b>how authors create multiple layers of meaning and/or ambiguity</b> in a poem.
ELA.9.R.1.4	Analyze the <b>characters, structures, and themes of epic poetry.</b>
ELA.8.R.1.4	Analyze structure, <b>sound, imagery</b> , and figurative language in poetry.
ELA.7.R.1.4	<b>Analyze</b> the impact of various poetic forms on meaning and style.
ELA.6.R.1.4	<b>Describe the impact of various poetic forms on meaning and style.</b>
ELA.5.R.1.4	Explain how <b>figurative language and other poetic elements work together</b> in a poem.
ELA.4.R.1.4	<b>Explain how</b> rhyme and <b>structure create meaning</b> in a poem.
ELA.3.R.1.4	Identify <b>types of poems: free verse, rhymed verse, haiku, and limerick.</b>
ELA.2.R.1.4	Identify <b>rhyme schemes</b> in poems.
ELA.1.R.1.4	Identify <b>stanzas and line breaks</b> in poems.
ELA.K.R.1.4	<b>Identify rhyme in a poem.</b>



*Reading Informational Text*

<b>R.2.1 Structure</b>	
ELA.12.R.2.1	Evaluate the structure(s) and features in text(s), <b>identifying how the author could make the text(s) more effective.</b>
ELA.11.R.2.1	<b>Evaluate</b> the structure(s) and features in texts.
ELA.10.R.2.1	Analyze <b>the impact of</b> multiple text structures <b>and the use of</b> features in text(s).
ELA.9.R.2.1	Analyze how <b>multiple text structures</b> and/or features convey a purpose and/or meaning in texts.
ELA.8.R.2.1	<b>Analyze</b> how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.7.R.2.1	Explain how individual text sections and/or features convey <b>a purpose</b> in texts.
ELA.6.R.2.1	Explain how <b>individual text sections</b> and/or features <b>convey meaning</b> in texts.
ELA.5.R.2.1	Explain how text structures and/or features contribute to the <b>overall</b> meaning of texts.
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of <b>problem/solution, sequence, and description</b> in texts.
ELA.3.R.2.1	Explain how text features contribute to meaning and <b>identify the text structures of chronology, comparison, and cause/effect</b> in texts.
ELA.2.R.2.1	<b>Explain</b> how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations— <b>contribute to the meaning</b> of texts.
ELA.1.R.2.1	Use <b>text features</b> including titles, headings, <b>captions, graphs, maps, glossaries,</b> and/or illustrations to <b>demonstrate understanding</b> of texts.
ELA.K.R.2.1	<b>Use titles, headings, and illustrations to predict and confirm the topic of texts.</b>

<b>R.2.2 Central Idea</b>	
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying <b>how the author could make the support more effective.</b>
ELA.11.R.2.2	Analyze the central idea(s) <b>of speeches and essays from the Classical Period.</b>
ELA.10.R.2.2	Analyze the central idea(s) of <b>historical American speeches and essays.</b>
ELA.9.R.2.2	<b>Evaluate</b> the support an author uses to develop the central idea(s) throughout a text.
ELA.8.R.2.2	<b>Analyze</b> two or more central ideas and their development throughout a text.
ELA.7.R.2.2	<b>Compare two or more</b> central ideas and their development throughout a text.
ELA.6.R.2.2	<b>Analyze</b> the central idea(s), implied or explicit, <b>and its development throughout</b> a text.
ELA.5.R.2.2	Explain how relevant details support the <b>central idea(s)</b> , implied or explicit.
ELA.4.R.2.2	<b>Explain</b> how relevant details support the central idea, <b>implied or explicit.</b>
ELA.3.R.2.2	Identify the central idea and <b>explain how</b> relevant details <b>support that idea</b> in a text.
ELA.2.R.2.2	Identify the <b>central idea</b> and relevant details in a text.
ELA.1.R.2.2	Identify the topic of and <b>relevant</b> details in a text.
ELA.K.R.2.2	<b>Identify the topic of and multiple details in a text.</b>



<b>R.2.3 Author's Purpose and Perspective</b>	
ELA.12.R.2.3	<b>Evaluate</b> an author's choices in establishing and achieving purpose(s).
ELA.11.R.2.3	Analyze an author's choices <b>in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</b>
ELA.10.R.2.3	Analyze <b>an author's choices</b> in establishing and achieving purpose(s) <b>in historical American speeches and essays.</b>
ELA.9.R.2.3	<b>Analyze</b> how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through <b>rhetorical appeals and/or figurative language.</b>
ELA.7.R.2.3	Explain <b>how an author establishes and achieves purpose(s) through diction and syntax.</b>
ELA.6.R.2.3	Analyze authors' purpose(s) <b>in multiple accounts</b> of the same event or topic.
ELA.5.R.2.3	<b>Analyze</b> an author's purpose and/or perspective in an informational text.
ELA.4.R.2.3	Explain an <b>author's perspective toward a topic</b> in an informational text.
ELA.3.R.2.3	Explain <b>the development of</b> an author's purpose in an informational text.
ELA.2.R.2.3	Explain <b>an author's purpose</b> in an informational text.
ELA.1.R.2.3	<b>Explain similarities and differences between information provided in visuals and words in an informational text.</b>
<b>This benchmark is not present in kindergarten.</b>	

<b>R.2.4 Argument</b>	
ELA.12.R.2.4	Compare the development of multiple arguments <b>in related texts</b> , evaluating the validity of the claims, the authors' reasoning, <b>use of the same information, and/or the authors' rhetoric.</b>
ELA.11.R.2.4	Compare the development of <b>multiple arguments on the same topic</b> , evaluating the effectiveness and validity of the claims, <b>the authors' reasoning</b> , and the ways in which the authors use the same information to achieve different ends.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, <b>and analyzing the ways in which the authors use the same information to achieve different ends.</b>
ELA.9.R.2.4	<b>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</b>
ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, <b>identifying ways in which the argument could be improved.</b>
ELA.7.R.2.4	Track the development of an argument, <b>analyzing</b> the types of reasoning used <b>and their effectiveness.</b>
ELA.6.R.2.4	Track the development of an argument, <b>identifying the types of reasoning used.</b>
ELA.5.R.2.4	<b>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</b>
ELA.4.R.2.4	Explain an author's claim and the <b>reasons and evidence</b> used to support the claim.
ELA.3.R.2.4	Identify an <b>author's claim</b> and explain <b>how an author uses evidence to support the claim.</b>
ELA.2.R.2.4	<b>Explain</b> an author's opinion(s) <b>and supporting evidence.</b>
ELA.1.R.2.4	Identify <b>an author's</b> opinion(s) about the topic.
ELA.K.R.2.4	<b>Explain the difference between opinions and facts about a topic.</b>



*Reading Across Genres*

<b>R.3.1 Figurative Language</b>	
ELA.12.R.3.1	<b>Evaluate</b> an author’s use of figurative language.
ELA.11.R.3.1	Analyze <b>the author’s use of</b> figurative language and explain examples of <b>allegory</b> .
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
ELA.9.R.3.1	Explain how figurative language <b>creates mood</b> in text(s).
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of <b>symbolism</b> in text(s).
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain <b>examples of allusions</b> in text(s).
ELA.6.R.3.1	Explain <b>how figurative language contributes to tone and meaning</b> in text(s).
ELA.5.R.3.1	<b>Analyze</b> how figurative language contributes to meaning in text(s).
ELA.4.R.3.1	Explain <b>how figurative language contributes to meaning</b> in text(s).
ELA.3.R.3.1	Identify and explain <b>metaphors, personification, and hyperbole</b> in text(s).
ELA.2.R.3.1	Identify and explain <b>similes, idioms, and alliteration</b> in text(s).
ELA.1.R.3.1	Identify and explain descriptive words <b>and phrases</b> in text(s).
ELA.K.R.3.1	<b>Identify and explain descriptive words in text(s).</b>

<b>R.3.2 Paraphrase and Summarize</b>	
ELA.12.R.3.2	Paraphrase content from grade-level texts.
ELA.11.R.3.2	Paraphrase content from grade-level texts.
ELA.10.R.3.2	Paraphrase content from grade-level texts.
ELA.9.R.3.2	Paraphrase content from grade-level texts.
ELA.8.R.3.2	Paraphrase content from grade-level texts.
ELA.7.R.3.2	Paraphrase content from grade-level texts.
ELA.6.R.3.2	<b>Paraphrase content from grade-level texts.</b>
ELA.5.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
ELA.4.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. <b>Include</b> the central idea and relevant details for an informational text.
ELA.3.R.3.2	<b>Summarize</b> a text to enhance comprehension: <b>a. Include plot and theme for a literary text;</b> <b>b.</b> Use the central idea and relevant details for an informational text.
ELA.2.R.3.2	Retell a text to enhance comprehension: <b>a. Use main story elements in a logical sequence for a literary text;</b> <b>b. Use the central idea and relevant details for an informational text.</b>
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension: <b>a. Use main story elements at the beginning, middle, and end for a literary text;</b> <b>b.</b> Use topic and important details for an informational text.
ELA.K.R.3.2	<b>Retell a text orally to enhance comprehension:</b> <b>a. Use main character(s), setting, and important events for a story.</b> <b>b. Use topic and details for an informational text.</b>



<b>R.3.3 Comparative Reading</b>	
ELA.12.R.3.3	<b>Analyze the influence of classic literature on contemporary world texts.</b>
ELA.11.R.3.3	Compare and contrast how <b>contemporaneous authors</b> address related topics, <b>comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</b>
ELA.10.R.3.3	<b>Analyze</b> how mythical, classical, or religious texts have been adapted.
ELA.9.R.3.3	Compare and contrast <b>the ways in which authors have adapted mythical, classical, or religious texts.</b>
ELA.8.R.3.3	Compare and contrast <b>the use or discussion of archetypes</b> in texts.
ELA.7.R.3.3	Compare and contrast how authors <b>with differing perspectives address</b> the same or related topics or <b>themes.</b>
ELA.6.R.3.3	Compare and contrast <b>how authors from different time periods</b> address the same or <b>related</b> topics.
ELA.5.R.3.3	Compare and contrast primary and secondary sources <b>related</b> to the same topic.
ELA.4.R.3.3	Compare and contrast <b>accounts of the same event using primary and/or secondary sources.</b>
ELA.3.R.3.3	Compare and contrast <b>how two authors present information</b> on the same topic or theme.
ELA.2.R.3.3	Compare and contrast <b>important details presented</b> by two texts on the same topic <b>or theme.</b>
ELA.1.R.3.3	Compare and contrast <b>two texts on the same topic.</b>
ELA.K.R.3.3	<b>Compare and contrast characters' experiences in stories.</b>

<b>R.3.4 Understanding Rhetoric</b>	
ELA.12.R.3.4	Evaluate <b>rhetorical choices across multiple texts.</b>
ELA.11.R.3.4	<b>Evaluate</b> an author's use of rhetoric in text.
ELA.10.R.3.4	<b>Analyze</b> an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain <b>an author's use of rhetoric</b> in a text.
ELA.8.R.3.4	Explain <b>how an author uses rhetorical devices to support or advance an appeal.</b>
ELA.7.R.3.4	<b>Explain the meaning and/or significance of rhetorical devices</b> in a text.
ELA.6.R.3.4	<b>Identify rhetorical appeals in a text.</b>

**Communication Standards**

*Communicating through Writing*

<b>C.1.1 Handwriting</b>	
ELA.5.C.1.1	Demonstrate <b>fluent</b> and legible cursive writing skills.
ELA.4.C.1.1	Demonstrate <b>legible cursive</b> writing skills.
ELA.3.C.1.1	<b>Write in cursive all upper- and lowercase letters.</b>
ELA.2.C.1.1	<b>Demonstrate legible printing skills.</b>
ELA.1.C.1.1	Print <b>all</b> upper- and lowercase letters.
ELA.K.C.1.1	<b>Print many upper- and lowercase letters.</b>



<b>C.1.2 Narrative Writing</b>	
ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives <b>and convey universal themes.</b>
ELA.11.C.1.2	Write <b>complex</b> narratives using <b>appropriate techniques to establish multiple perspectives.</b>
ELA.10.C.1.2	Write narratives using an <b>appropriate pace to create tension, mood, and/or tone.</b>
ELA.9.C.1.2	Write <b>narratives using narrative techniques</b> , varied transitions, and a clearly established point of view.
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions, <b>and a clearly established</b> point of view.
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, <b>a recognizable point of view</b> , precise words and phrases, and figurative language.
ELA.6.C.1.2	Write personal or fictional narratives <b>using narrative techniques, precise words and phrases, and figurative language.</b>
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an <b>effective use</b> of techniques such as <b>dialogue</b> , description, and transitional words and phrases.
ELA.4.C.1.2	Write personal or fictional <b>narratives</b> using a logical sequence of events and <b>demonstrating an effective use of techniques</b> such as descriptions and transitional words and phrases.
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, <b>appropriate descriptions, dialogue, a variety of transitional words or phrases</b> , and an ending.
ELA.2.C.1.2	Write <b>personal or fictional</b> narratives using a <b>logical</b> sequence of events, <b>transitions, and an ending.</b>
ELA.1.C.1.2	<b>Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</b>
ELA.K.C.1.2	<b>Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</b>

<b>C.1.3 Argumentative Writing</b>	
ELA.12.C.1.3	Write <b>arguments</b> to support claims <b>based on an in-depth analysis</b> of topics or texts, <b>using valid reasoning</b> and credible evidence from sources, elaboration, and demonstrating a <b>thorough understanding of the subject.</b>
ELA.11.C.1.3	Write <b>literary analyses</b> to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.
ELA.10.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a <b>formal and objective</b> tone.
ELA.9.C.1.3	Write to argue a position, supporting <b>claims</b> using logical reasoning and credible evidence from multiple sources, rebutting <b>counterclaims</b> with <b>relevant evidence</b> , using a logical organizational structure, elaboration, <b>purposeful transitions</b> , and a <b>tone appropriate to the task.</b>
ELA.8.C.1.3	Write <b>to argue a position</b> , supporting at least one claim and <b>rebutting at least one counterclaim</b> with logical reasoning, <b>credible</b> evidence from multiple sources, elaboration, and using a logical organizational structure.



<b>C.1.3 Argumentative Writing</b>	
ELA.7.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration, a logical organizational structure with varied transitions, <b>and acknowledging at least one counterclaim.</b>
ELA.6.C.1.3	Write <b>and support a claim using logical reasoning</b> , relevant evidence from multiple sources, elaboration, and a logical organizational structure with varied transitions.
ELA.5.C.1.3	Write to make a claim supporting a perspective with logical reasons, <b>relevant</b> evidence from sources, elaboration, and an organizational structure with <b>varied</b> transitions.
ELA.4.C.1.3	Write <b>to make a claim supporting a perspective with logical reasons, using evidence from</b> multiple sources, <b>elaboration, and an organizational structure</b> with transitions.
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from <b>one or more</b> sources, use transitions, and provide a conclusion.
ELA.2.C.1.3	Write opinions about a topic or text <b>with reasons supported by details</b> from a source, <b>use transitions, and provide a conclusion.</b>
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason <b>from a source and a sense of closure.</b>
ELA.K.C.1.3	<b>Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</b>

<b>C.1.4 Expository Writing</b>	
ELA.12.C.1.4	Write <b>an in-depth</b> analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a <b>thorough</b> understanding of the subject.
ELA.11.C.1.4	Write <b>an analysis of complex texts</b> using logical organization and a tone and voice appropriate to the task and audience, <b>demonstrating an understanding of the subject.</b>
ELA.10.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and <b>voice</b> appropriate to the task.
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and <b>a tone appropriate to the task.</b>
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, <b>and varied purposeful</b> transitions.
ELA.7.C.1.4	Write expository texts to <b>explain and analyze</b> information from multiple sources, <b>using relevant supporting details</b> and a logical organizational pattern.
ELA.6.C.1.4	Write expository texts <b>to explain and/or analyze information</b> from multiple sources, using a <b>logical</b> organizational structure, relevant elaboration, and varied transitions.
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, <b>relevant</b> elaboration, and <b>varied</b> transitions.
ELA.4.C.1.4	Write expository texts about a topic, using <b>multiple sources, elaboration, and an organizational structure</b> with transitions.
ELA.3.C.1.4	Write expository texts about a topic, <b>using one or more sources</b> , providing an introduction, facts <b>and details, some elaboration,</b> transitions, and a conclusion.
ELA.2.C.1.4	Write expository texts about a topic, using a source, <b>providing an introduction, facts, transitions, and a conclusion.</b>
ELA.1.C.1.4	<b>Write expository texts</b> about a topic, <b>using a source, providing facts and a sense of closure.</b>
ELA.K.C.1.4	<b>Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</b>



<b>C.1.5 Improving Writing</b>	
ELA.12.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to <b>enhance purpose</b> , clarity, structure, and style.
ELA.11.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to <b>improve clarity, structure, and style</b> .
ELA.10.C.1.5	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to <b>address the needs of a specific audience</b> .
ELA.9.C.1.5	Improve writing by considering feedback from adults, peers, and/or <b>online editing tools</b> , revising for clarity and cohesiveness.
ELA.8.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, and <b>revising for clarity and cohesiveness</b> .
ELA.7.C.1.5	Improve writing by planning, revising, and editing, considering feedback from adults and peers.
ELA.6.C.1.5	Improve writing by planning, revising, and editing, <b>considering</b> feedback from adults and peers.
ELA.5.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.4.C.1.5	Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
ELA.3.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
ELA.2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults <b>and feedback from peers</b> .
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.
ELA.K.C.1.5	<b>With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</b>

*Communicating Orally*

<b>C.2.1 Oral Presentation</b>	
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
ELA.11.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence, while <b>employing effective rhetorical devices where appropriate</b> .
ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
ELA.9.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, <b>creating a clear perspective</b> .
ELA.8.C.2.1	Present information orally, in a logical sequence, <b>supporting the central idea with credible evidence</b> .
ELA.7.C.2.1	Present information orally, in a logical sequence, <b>emphasizing key points that support the central idea</b> .
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, <b>and appropriate pacing</b> .



<b>C.2.1 Oral Presentation</b>	
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
ELA.3.C.2.1	Present information orally, <b>in a logical sequence, using nonverbal cues</b> , appropriate volume, and clear pronunciation.
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume, <b>and clear pronunciation.</b>
ELA.1.C.2.1	Present information orally using complete sentences <b>and appropriate volume.</b>
ELA.K.C.2.1	<b>Present information orally using complete sentences.</b>

*Conventions*

See [Conventions Progression Chart](#)

*Researching*

<b>C.4.1 Researching and Using Information</b>	
ELA.12.C.4.1	Conduct research <b>on a topical issue</b> to answer a question and synthesize information <b>from a variety of sources.</b>
ELA.11.C.4.1	<b>Conduct literary</b> research to answer a question, refining the scope of the question <b>to align with interpretations of texts and</b> synthesizing information <b>from primary and secondary sources.</b>
ELA.10.C.4.1	Conduct research to answer a question, refining the scope of the question to align with findings <b>and synthesizing information</b> from multiple reliable and valid sources.
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources <b>and refining the scope of the question to align with findings.</b>
ELA.8.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
ELA.7.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources <b>and generating additional questions for further research.</b>
ELA.6.C.4.1	Conduct research to answer a question, <b>drawing</b> on multiple reliable and valid sources <b>and refocusing the inquiry when appropriate.</b>
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple <b>reliable</b> and valid sources.
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple <b>valid</b> sources.
ELA.3.C.4.1	<b>Conduct</b> research to answer a question, <b>organizing information about the topic</b> from multiple sources.
ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic <b>using multiple sources.</b>
ELA.1.C.4.1	<b>Participate in research</b> to gather information to answer a question about a single topic.
ELA.K.C.4.1	<b>Recall information to answer a question about a single topic.</b>



*Creating and Collaborating*

<b>C.5.1 Multimedia</b>	
ELA.12.C.5.1	<b>Design and evaluate digital presentations for effectiveness.</b>
ELA.11.C.5.1	Create digital presentations <b>to improve the experience of the audience.</b>
ELA.10.C.5.1	Create digital presentations <b>to improve understanding of findings, reasoning, and evidence.</b>
ELA.9.C.5.1	<b>Create digital presentations with coherent ideas and a clear perspective.</b>
ELA.8.C.5.1	Integrate diverse digital media <b>to emphasize the relevance of a topic or idea</b> in oral or written tasks.
ELA.7.C.5.1	Integrate diverse digital media <b>to build cohesion</b> in oral or written tasks.
ELA.6.C.5.1	<b>Integrate diverse</b> digital media to enhance audience <b>engagement</b> in oral or written tasks.
ELA.5.C.5.1	Arrange multimedia elements to create emphasis <b>and/or clarity</b> in oral or written tasks.
ELA.4.C.5.1	<b>Arrange</b> multimedia elements <b>to create emphasis</b> in oral or written tasks.
ELA.3.C.5.1	Use <b>two or more</b> multimedia elements to enhance oral or written tasks.
ELA.2.C.5.1	Use <b>one or more</b> multimedia element(s) to enhance oral or written tasks.
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
ELA.K.C.5.1	<b>Use a multimedia element to enhance oral or written tasks.</b>

<b>C.5.2 Technology in Communication</b>	
ELA.12.C.5.2	Create, <b>publish</b> , and share <b>multimedia texts through a variety of digital formats.</b>
ELA.11.C.5.2	Create and export quality writing tailored to a specific audience, integrating multimedia elements, <b>publishing to an online or LAN site.</b>
ELA.10.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, <b>integrating multimedia elements.</b>
ELA.9.C.5.2	<b>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</b>
ELA.8.C.5.2	Use <b>a variety of</b> digital tools <b>to collaborate with others to produce writing.</b>
ELA.7.C.5.2	Use digital tools to produce <b>and share writing.</b>
ELA.6.C.5.2	Use digital tools <b>to produce writing.</b>
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.3.C.5.2	Use digital writing tools individually <b>or collaboratively to plan, draft, and revise writing.</b>
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.C.5.2	<b>Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</b>



**Vocabulary**

*Finding Meaning*

<b>V.1.1 Academic Vocabulary</b>	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
ELA.6.V.1.1	<b>Integrate academic vocabulary appropriate to grade level in speaking and writing.</b>
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
ELA.K.V.1.1	<b>Use grade-level academic vocabulary appropriately in speaking and writing.</b>

<b>V.1.2 Morphology</b>	
ELA.12.V.1.2	Apply knowledge of etymology, derivations, and <b>commonly used foreign phrases</b> to determine meanings of words and phrases in grade-level content.
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
ELA.9.V.1.2	Apply knowledge of <b>etymology and derivations</b> to determine meanings of words and phrases in grade-level content.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, <b>recognizing the connection between affixes and parts of speech</b> , to determine the meaning of unfamiliar words in grade-level content.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.3.V.1.2	Identify and <b>apply knowledge of common Greek and Latin roots</b> , base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
ELA.2.V.1.2	Identify and use base words and <b>affixes to determine the meaning of unfamiliar words</b> in grade-level content.
ELA.1.V.1.2	<b>Identify and use frequently occurring base words and their common inflections in grade-level content.</b>
ELA.K.V.1.2	<b>Ask and answer questions about unfamiliar words in grade-level content.</b>



<b>V.1.3 Context and Connotation</b>	
ELA.12.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.11.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.10.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.9.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.7.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.6.V.1.3	<b>Apply</b> knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the <b>connotative and denotative</b> meaning of words and phrases, appropriate to grade level.
ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.3.V.1.3	Use context clues, <b>figurative language</b> , word relationships, reference materials, and/or background knowledge to determine <b>the meaning of multiple-meaning</b> and unknown words <b>and phrases, appropriate to grade level.</b>
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.
ELA.1.V.1.3	Identify and <b>use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</b>
ELA.K.V.1.3	<b>Identify and sort common words into basic categories, relating vocabulary to background knowledge.</b>



## Kindergarten

“Oh, magic hour, when a child first knows she can read printed words!” – Betty Smith

Instruction at this grade level should be characterized by a focus on explicit and systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.

## Foundational Skills

### **ELA.K.F.1 Learning and Applying Foundational Reading Skills**

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#### *Print Concepts*

ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.

- a. Locate a printed word on a page.
- b. Distinguish letters from words within sentences.
- c. Match print to speech to demonstrate that language is represented by print.
- d. Identify parts of a book (front cover, back cover, title page).
- e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
- f. Identify all upper- and lowercase letters of the alphabet.
- g. Recognize that print conveys specific meaning and pictures may support meaning.

#### Benchmark Clarifications:

*Clarification 1:* Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

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#### *Phonological Awareness*

ELA.K.F.1.2: Demonstrate phonological awareness.

- a. Blend and segment syllables in spoken words.
- b. Identify and produce alliterative and rhyming words.
- c. Blend and segment onset and rimes of single-syllable words.
- d. Identify the initial, medial, and final sound of spoken words.
- e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
- f. Segment and blend phonemes in single-syllable spoken words.

#### Benchmark Clarifications:

*Clarification 1:* Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

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