

# ELA SCOPE AND SEQUENCE

<b>READING LITERATURE</b>									
<b>KEY IDEAS AND DETAILS</b>									
<b>ANCHOR</b>	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,

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				it is conveyed through key details in the text.		challenges or how the speaker in a poem reflects upon a topic; summarize the text.	opinions or judgments.		setting, and plot; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>CRAFT AND STRUCTURE</b>									
<b>ANCHOR</b>	<b>K</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative	4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

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<p>meanings, and analyze how specific word choices shape meaning or tone.</p>		<p>between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.</p>	<p>story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated,</p>	<p>metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described. a. Recognize and describe how an author's background and culture affect his or her perspective.</p>	<p>impact of a specific word choice on meaning and tone.</p>	<p>meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
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					including the difference between first- and third-person narrations				
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	4. Ask and answer questions about unknown words in a text.5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
6. Assess how point of view or purpose shapes the content	6. With prompting and support, name the author and illustrator of	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters,	6. Distinguish their own point of view from that of the narrator or	6. Compare and contrast the point of view from which different	6. Describe how a narrator's or speaker's point of view influences how events	6. Explain how an author develops the point of view of the narrator or	6. Analyze how an author develops and contrasts the points of view of	6. Analyze how differences in the points of view of the characters

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and style of a text.	a story and define the role of each in telling the story.		including by speaking in a different voice for each character when reading dialogue aloud.	those of the characters.	stories are narrated, including the difference between first- and third-person narrations	are described. a. Recognize and describe how an author's background and culture affect his or her perspective.	speaker in a text. a. Explain how an author's geographic location or culture affects his or her perspective.	different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.	and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. a. Analyze fulllength novels, short stories, poems, and other genres by authors who represent diverse world cultures.
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### INTEGRATION OF KNOWLEDGE AND IDEAS

ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood,	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel,	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text

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	moment in a story an illustration depicts)		characters, setting, or plot	emphasize aspects of a character or setting).	where each version reflects specific descriptions and directions in the text.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	multimedia presentation of fiction, folktale, myth, poem)	version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	or script, evaluating the choices made by the director or actors.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the	NOT APPLICABLE TO LITERATURE								

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reasoning as well as the relevance and sufficiency of the evidence.									
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.	9. Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 9. Compare and contrast texts in different forms or genres (e.g.,	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional

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				books from a series).		themes and topics.	stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		stories, or religious works such as the Bible, including describing how the material is rendered new.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
10. Read and comprehend complex literary and informational texts independently and proficiently. Responding to Literature	10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range .	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
RESPONDING TO LITERATURE									



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ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend.	11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	11. Make connections between self, text, and the world around them (text, media, social interaction).	11. Make connections between self, text, and the world around them (text, media, social interaction).	11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences	11. Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. a. Self-select text based upon personal preferences.	11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences regarding favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the	11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences. b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

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							quality of the pieces.		
<b>READING INFORMATIONAL</b>									
KEY IDEAS AND DETAILS									
ANCHOR STANDARD	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details and in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize	2. With prompting and support, identify the main topic and retell	2. Identify the main topic and retell key details of a text	2. Identify the main topic of a multiparagraph text as well as the focus of	2. Determine the main idea of a text; recount the key details and explain	2. Determine the main idea of a text and explain how it is supported by key details;	2. Determine two or more main ideas of a text and explain how they are supported by	2. Determine a central idea of a text and how it is conveyed through particular details;	2. Determine two or more central ideas in a text and analyze their development	2. Determine a central idea of a text and analyze its development over the

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the key supporting details and ideas.	key details of a text.		specific paragraphs within the text.	how they support the main idea.	summarize the text.	key details; summarize the text.	provide a summary of the text distinct from personal opinions or judgments.	over the course of the text; provide an objective summary of the text.	course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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CRAFT AND STRUCTURE									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area	4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone .	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze the structure of texts, including how specific sentences,	5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings,	5. Know and use various text features (e.g., captions,	5. Use text features and search tools (e.g., key words, sidebars,	5. Describe the overall structure (e.g., chronology, comparison,	5. Compare and contrast the overall structure (e.g.,	5. Analyze how a particular sentence, paragraph, chapter, or	5. Analyze the structure an author uses to organize a	5. Analyze in detail the structure of a specific paragraph in a text,

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paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	hyperlinks) to locate information relevant to a given topic efficiently.	cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	section fits into the overall structure of a text and contributes to the development of the ideas.	text, including how the major sections contribute to the whole and to the development of the ideas.	including the role of particular sentences in developing and refining a key concept
6. Assess how point of view or purpose shapes the content and style of a text.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>									
<b>ANCHOR</b>	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH

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<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) .</p>	<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text,</p>	<p>8. With prompting and support, identify the reasons an author gives to support</p>	<p>8. Identify the reasons an author gives to support points in a text.</p>	<p>8. Describe how reasons support specific points the author</p>	<p>8. Describe the logical connection between particular sentences and</p>	<p>8. Explain how an author uses reasons and evidence to support</p>	<p>8. Explain how an author uses reasons and evidence to support</p>	<p>8. Trace and evaluate the argument and specific claims in a text,</p>	<p>8. Trace and evaluate the argument and specific claims in a</p>	<p>8. Delineate and evaluate the argument and specific claims in a text,</p>

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including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	points in a text.		makes in a text.	paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	particular points in a text.	particular points in a text, identifying which reasons and evidence support which point(s).	distinguishing claims that are supported by reasons and evidence from claims that are not.	text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the authors take.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). a. Use their experience and their knowledge of language	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. a. Use their experience

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							and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	ns of facts. a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
10. Read and comprehend complex literary and informational texts independently and proficiently. Responding to Literature	10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently,	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity



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			texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	scaffolding as needed at the high end of the range .	with scaffolding as needed at the high end of the range.	band independently and proficiently.

### SPEAKING AND LISTENING

#### COMPREHENSION AND COLLABORATION

ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1.Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	1.Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing	1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing	1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing	1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing

## ELA SCOPE AND SEQUENCE

				their own clearly.	their own clearly.	their own clearly.		their own clearly.	their own clearly.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when

## ELA SCOPE AND SEQUENCE

									irrelevant evidence is introduced.
PRESENTATION OF KNOWLEDGE AND IDEAS									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences.	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace;	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence,

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g of presentation s.			when appropriate to clarify ideas, thoughts, and feelings.	add visual displays when appropriate to emphasize or enhance certain facts or details	of main ideas or themes.	to enhance the development of main ideas or themes.		salient points.	and add interest.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3)	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3)
<b><u>LANGUAGE</u></b>									
<b>CONVENTIONS OF STANDARD ENGLISH</b>									
<b>ANCHOR</b>	<b>K</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>

## ELA SCOPE AND SEQUENCE

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g.,</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must)</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and</p>
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## ELA SCOPE AND SEQUENCE

	<p>who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities</p>	<p>indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles,</p>	<p>irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce</p>	<p>to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g.,</p>	<p>times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions</p>	<p>ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p>subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>
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## ELA SCOPE AND SEQUENCE

		demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		simple, compound, and complex sentences.	to, too, two; there, their).*				
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

## ELA SCOPE AND SEQUENCE

<p>spelling when writing.</p>	<p>spelling when writing. a.Capitalize the first word in a sentence and the pronoun I. b.Recognize and name end punctuation. c.Write a letter or letters for most consonant and shortvowel sounds (phonemes). dSpell simple words phonetically, drawing on knowledge of sound-letter relationships .</p>	<p>spelling when writing. a.Capitalize dates and names of people. b.Use end punctuation for sentences. c.Use commas in dates and to separate single words in a series. d.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. eSpell untaught words phonetically,</p>	<p>spelling when writing. a.Capitalize holidays, product names, and geographic names. b.Use commas in greetings and closings of letters. c.Use an apostrophe to form contractions and frequently occurring possessives. d.Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e.Consult reference</p>	<p>spelling when writing. a.Capitalize appropriate words in titles. b.Use commas in addresses. c.Use commas and quotation marks in dialogue. d.Form and use possessives. e.Use conventional spelling for highfrequenc y and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>	<p>spelling when writing. a.Use correct capitalization . b.Use commas and quotation marks to mark direct speech and quotations from a text. c.Use a comma before a coordinating conjunction in a compound sentence. dSpell gradeappropri ate words correctly, consulting references as needed</p>	<p>spelling when writing. a.Use punctuation to separate items in a series.* b.Use a comma to separate an introductory element from the rest of the sentence. c.Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and</p>	<p>(commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.* bSpell correctly.</p>	<p>spelling when writing. a.Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). bSpell correctly.</p>	<p>spelling when writing. a.Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b.Use an ellipsis to indicate an omission. cSpell correctly.</p>
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## ELA SCOPE AND SEQUENCE

		drawing on phonemic awareness and spelling conventions	materials, including beginning dictionaries, as needed to check and correct spellings.	f.Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		to indicate direct address (e.g., Is that you, Steve?). d.Use underlining, quotation marks, or italics to indicate titles of works. eSpell gradeappropriate words correctly, consulting references as needed.			
<b>KNOWLEDGE OF LANGUAGE</b>									
<b>ANCHOR</b>	<b>K</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>
3. Apply knowledge of language to	Begins in Grade 2	Begins in Grade 2	3. Use knowledge of language and	3.Use knowledge of language and	3.Use knowledge of language and	3.Use knowledge of language and its conventions	3.Use knowledge of language and its conventions	3.Use knowledge of language and its conventions	3.Use knowledge of language and

## ELA SCOPE AND SEQUENCE

<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			<p>its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.</p>	<p>its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest,</p>	<p>when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*</p>	<p>when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular</p>	<p>its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
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## ELA SCOPE AND SEQUENCE

						and style.* b.Maintain consistency in style and tone.* 3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Use verbs		effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	
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## ELA SCOPE AND SEQUENCE

						in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				
VOCABULARY ACQUISITION AND USE										
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret

## ELA SCOPE AND SEQUENCE

<p>categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing</p>	<p>into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades</p>	<p>words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,</p>	<p>figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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## ELA SCOPE AND SEQUENCE

	the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.						condescending).	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	6. Acquire and use accurately gradeappropriate general academic, and domain-specific words and	6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases, including	6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases, including	6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge	6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather	6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather

## ELA SCOPE AND SEQUENCE

writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		using frequently occurring conjunctions to signal simple relationships (e.g., because).	using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	when considering a word or phrase important to comprehension or expression.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### WRITING

#### TEXT TYPES AND PURPOSES

ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
1. Write arguments to support claims in an analysis of	1. Use a combination of drawing, dictating, and writing	1. Write opinion pieces in which they introduce	1. Write opinion pieces in which they introduce	1. Write opinion pieces on topics or texts,	1. Write opinion pieces on topics or texts,	1. Write opinion pieces on topics or texts,	1. Write arguments to support claims with clear reasons and	1. Write arguments to support claims with clear reasons	1. Write arguments to support claims with clear reasons

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<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>to compose opinion pieces in which they tell a reader about the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>	<p>the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>supporting a point of view with reasons. a.Introduce the topic or text they are writing about, state an opinion, and create an organization al structure that lists reasons. b.Provide reasons that support the opinion. c.Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d.Provide a concluding statement or section.</p>	<p>supporting a point of view with reasons and information. a.Introduce a topic or text clearly, state an opinion, and create an organization al structure in which related ideas are grouped to support the writer’s purpose. b.Provide reasons that are supported by facts and details. c.Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>supporting a point of view with reasons and information. a.Introduce a topic or text clearly, state an opinion, and create an organization al structure in which ideas are logically grouped to support the writer’s purpose. b.Provide logically ordered reasons that are supported by facts and details. c.Link opinion and reasons using words, phrases, and clauses (e.g.,</p>	<p>relevant evidence. a.Introduce claim(s) and organize the reasons and evidence clearly. b.Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c.Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d.Establish and maintain a formal style. e.Provide a concluding statement or section that</p>	<p>and relevant evidence. a.Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c.Use words, phrases, and clauses to create cohesion and clarify the relationships</p>	<p>and relevant evidence. a.Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the evidence logically. b.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c.Use words, phrases, and clauses to</p>
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## ELA SCOPE AND SEQUENCE

					d.Provide a concluding statement or section related to the opinion presented.	consequently, specifically). d.Provide a concluding statement or section related to the opinion presented.	follows from the argument presented.	among claim(s), reasons, and evidence. d.Establish and maintain a formal style. e.Provide a concluding statement or section that follows from and supports the argument presented.	create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d.Establish and maintain a formal style. e.Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.Introduce a	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.Introduce a	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.Introduce a	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

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through the effective selection, organization, and analysis of content.	they are writing about and supply some information about the topic.	some sense of closure.	provide a concluding statement or section.	topic and group related information together; include illustrations when useful to aiding comprehension. b.Develop the topic with facts, definitions, and details. c.Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d.Provide a concluding statement or section.	topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.Link ideas within categories of	topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.Link ideas	and analysis of relevant content. a.Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b.Develop the topic with relevant facts, definitions, concrete details, quotations, or	through the selection, organization, and analysis of relevant content. a.Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful	through the selection, organization, and analysis of relevant content. a.Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b.Develop the topic with relevant,
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## ELA SCOPE AND SEQUENCE

					<p>information using words and phrases (e.g., another, for example, also, because).  d.Use precise language and domain-specific vocabulary to inform about or explain the topic.  e.Provide a concluding statement or section related to the information or explanation presented.</p>	<p>within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  d.Use precise language and domain-specific vocabulary to inform about or explain the topic.  e.Provide a concluding statement or section related to the information or explanation presented</p>	<p>other information and examples.  c.Use appropriate transitions to clarify the relationships among ideas and concepts.  d.Use precise language and domain-specific vocabulary to inform about or explain the topic.  e.Establish and maintain a formal style  f.Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>to aiding comprehension.  b.Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c.Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  d.Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>well-chosen facts, definitions, concrete details, quotations, or other information and examples.c.  .Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d.U  se precise language and domain-specific vocabulary to inform about or explain the topic.  e.Establish and maintain a formal style.</p>
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## ELA SCOPE AND SEQUENCE

								<p>topic.</p> <p>e.Establish and maintain a formal style.</p> <p>f.Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>f.Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to</p>	<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide</p>	<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a.Establish a situation and introduce a narrator and/or</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a.Orient the reader by establishing a situation and</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a.Orient the reader by establishing a situation and introducing a narrator and/or</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.</p> <p>a.Engage and orient the reader by establishing a context and introducing a narrator and/or</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.</p> <p>a.Engage and orient the reader by establishing a context</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.</p> <p>a.Engage and orient the</p>

## ELA SCOPE AND SEQUENCE

	what happened.	some sense of closure.	signal event order, and provide a sense of closure.	characters; organize an event sequence that unfolds naturally. b.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c.Use temporal words and phrases to signal event order. d.Provide a sense of closure.	introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b.Use dialogue and description to develop experiences and events or show the responses of characters to situations. c.Use a variety of transitional words and phrases to manage the sequence of events. d.Use concrete words and phrases and sensory details to convey	characters; organize an event sequence that unfolds naturally. b.Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c.Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d.Use concrete words and phrases and sensory details to convey experiences and events precisely. e.Provide a	characters; organize an event sequence that unfolds naturally and logically. b.Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b.Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d.Use precise	reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b.Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c.Use a variety of transition words, phrases, and
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## ELA SCOPE AND SEQUENCE

					experiences and events precisely. e.Provide a conclusion that follows from the narrated experiences or events.	conclusion that follows from the narrated experiences or events.	e.Provide a conclusion that follows from the narrated experiences or events.	words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e.Provide a conclusion that follows from and reflects on the narrated experiences or events.	clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d.Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e.Provide a conclusion that follows from and reflects on the narrated
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## ELA SCOPE AND SEQUENCE

									experiences or events
PRODUCTION AND DISTRIBUTION									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	Begins in 3rd Grade	Begins in 3rd Grade	Begins in 3rd Grade	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.

## ELA SCOPE AND SEQUENCE

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3)</p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4)</p>	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)</p>
<p>6. Use technology, including the</p>	<p>6. With guidance and support from</p>	<p>6. With guidance and support from</p>	<p>6. With guidance and support from</p>	<p>6. With guidance and support from</p>	<p>6. With some guidance and support from</p>	<p>6. With some guidance and support from</p>	<p>6. Use technology, including the</p>	<p>6. Use technology, including the</p>	<p>6. Use technology, including the</p>



## ELA SCOPE AND SEQUENCE

Internet, to produce and publish writing and to interact and collaborate with others.	adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	adults, use a variety of digital tools to produce and publish writing, including in collaboration with peer	adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>									
<b>ANCHOR</b>	<b>K</b>	<b>1ST</b>	<b>2ND</b>	<b>3RD</b>	<b>4TH</b>	<b>5TH</b>	<b>6TH</b>	<b>7TH</b>	<b>8TH</b>
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report;	7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional	7. Conduct short research projects to answer a question (including a self-generated question), drawing on

## ELA SCOPE AND SEQUENCE

understanding of the subject under investigation .	opinions about them).	them to write a sequence of instructions).	record science observations ).			aspects of a topic.		related, focused questions for further research and investigation .	several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

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								plagiarism and following a standard format for citation.	plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths,

## ELA SCOPE AND SEQUENCE

					<p>character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize</p>
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## ELA SCOPE AND SEQUENCE

									when irrelevant evidence is introduced”).
RANGE OF WRITING									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	Begins in Grade 3	Beings in Grade 3	Begins in Grade 3	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
RESPONDING TO LITERATURE									
ANCHOR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
11. Develop personal, cultural, textual, and	11. Create and/or present a poem,	11. Create and present a poem, dramatizatio	11. Create and present a poem, narrative,	11. Create and present a poem, narrative,	11. Create and present a poem, narrative,	11. Create and present an original poem,	11. Create and present a text or art work in response to a	11. Create a presentation, art work, or text in	11. Create a presentation, art work, or text in

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<p>thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p>	<p>dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p>film, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p>play, art work, or personal response to a particular author or theme studied in class, with support as needed.</p>	<p>play, art work, or personal response to a particular author or theme studied in class.</p>	<p>play, art work, or literary review in response to a particular author or theme studied in class.</p>	<p>narrative, play, art work, or literary critique in response to a particular author or theme studied in class. a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>	<p>literary work. a. Develop a perspective or theme supported by relevant details. b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>response to a literary work with a commentary that identifies connections. a. Make deliberate, personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>response to a literary work with a commentary that identifies connections and explains divergences from the original. a. Make well-supported personal, cultural, textual, and thematic connections across genres. b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>
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