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<u>Speaking and Listening: Comprehension and Collaboration</u>										
SL.5.1. 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 their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.1. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.1. 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 their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Speaking and Listening: Presentation of Knowledge and Ideas</u>										
SL.5.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓				✓	✓	✓	✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓				✓	✓	✓	✓
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	✓	✓	✓				✓	✓	✓	✓
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<u>Reading Foundational Skills: Phonics and Word Recognition</u>										
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading: Foundational Skills: Fluency</u>										
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Individual test (reading checkout)	✓	✓								✓
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Conventions of Standard English</u>										
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in verb tense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).			✓							
Recognize and correct inappropriate shifts in pronoun number and person.	✓		✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓		✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation to separate items in a series.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).			✓							
Use underlining, quotation marks, or italics to indicate titles of works.					✓					
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Knowledge of Language</u>										
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Vocabulary Acquisition and Use</u>										
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		✓		✓		✓	✓		✓	
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).		✓		✓		✓	✓		✓	
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).		✓		✓		✓	✓		✓	

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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figurative language, including similes and metaphors, in context.	✓	✓	✓	✓	✓	✓	✓			✓
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.			✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓		✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			✓	✓	✓	✓	✓	✓	✓	✓
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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<u>Reading Literature: Key Ideas and Details</u>										
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.2. 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 opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.3. 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).	✓		✓	✓	✓	✓	✓	✓	✓	✓
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading Literature: Craft and Structure</u>										
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.		✓	✓	✓	✓	✓	✓	✓	✓	✓

RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.		✓								
RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			✓		✓	✓	✓	✓	✓	✓
<u>Reading Literature: Integration of Knowledge and Ideas</u>										
RL.5.7. 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).										✓
RL.6.7. 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.										✓
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).										✓
RL.6.9. 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.	✓	✓	✓		✓		✓		✓	✓
RL.7.9. 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.	✓	✓	✓		✓		✓		✓	✓
<u>Reading Literature: Range of Reading and Complexity of Text</u>										
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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RL.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading Informational Text: Key Ideas and Details</u>										
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓		✓		✓		✓	✓
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓		✓		✓		✓	✓
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓		✓		✓		✓	✓
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓		✓		✓		✓	✓
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓		✓		✓		✓	✓
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓	✓		✓		✓		✓	✓
RI.5.3. 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.	✓	✓	✓		✓		✓		✓	✓
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓	✓		✓		✓		✓	✓
RI.7.3. 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).	✓	✓	✓		✓		✓		✓	✓
<u>Reading Informational Text: Craft and Structure</u>										
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	✓	✓	✓		✓		✓		✓	✓
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓		✓		✓		✓	✓
RI.7.4. 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.	✓	✓	✓		✓		✓		✓	✓

	1	2	3	4	5	6	7	8	9	10
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	✓	✓	✓		✓		✓		✓	✓
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓			✓		✓		✓	✓
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓			✓		✓		✓	✓
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.		✓					✓		✓	✓
<u>Reading Informational Text: Integration of Knowledge and Ideas</u>										
RI.5.7. 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.			✓		✓		✓		✓	✓
RI.6.7. 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.			✓		✓		✓		✓	✓
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	✓	✓	✓		✓		✓		✓	✓
RI.6.8. 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.							✓		✓	✓
RI.7.8. 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.							✓		✓	✓
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓		✓		✓		✓	✓
<u>Range of Reading and Level of Text Complexity</u>										
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓		✓		✓		✓	✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓		✓		✓		✓	✓
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓		✓		✓		✓	✓

	1	2	3	4	5	6	7	8	9	10
Writing: Text Types and Purposes										
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			✓				✓		✓	
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.			✓				✓		✓	
Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			✓				✓		✓	
Provide a concluding statement or section related to the opinion presented.			✓				✓		✓	
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.			✓				✓		✓	
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			✓				✓		✓	
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			✓				✓		✓	
Establish and maintain a formal style.			✓				✓		✓	
Provide a concluding statement or section that follows from the argument presented.			✓				✓		✓	
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.			✓				✓		✓	
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			✓				✓		✓	
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			✓				✓		✓	
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			✓				✓		✓	
Establish and maintain a formal style.			✓				✓		✓	
Provide a concluding statement or section that follows from and supports the argument presented.			✓				✓		✓	
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Introduce a 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.	✓	✓	✓	✓	✓	✓		✓		
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	✓	✓		✓	✓	✓				

	1	2	3	4	5	6	7	8	9	10
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓	✓		✓	✓					
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓		✓	✓	✓
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.	✓	✓	✓	✓	✓	✓		✓		
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓		✓	✓	✓				
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Establish and maintain a formal style.	✓	✓		✓	✓	✓				
Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓		✓	✓					
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓		✓		
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓		✓		
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		✓	✓	✓				
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓	✓				
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		✓	✓					

	1	2	3	4	5	6	7	8	9	10
<u>Writing: Production and Distribution of Writing</u>										
W.5.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.				✓	✓	✓			✓	
W.6.6. 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 three pages in a single sitting.				✓	✓	✓			✓	
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.				✓	✓	✓			✓	
<u>Writing: Research to Build and Present Knowledge</u>										
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			✓	✓	✓	✓	✓	✓		✓
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓	✓	✓		✓
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			✓	✓	✓	✓	✓	✓		✓

	1	2	3	4	5	6	7	8	9	10
W.5.8. 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.			✓	✓	✓	✓	✓			✓
W.6.8. 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.			✓	✓	✓	✓	✓			✓
W.7.8. 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 plagiarism and following a standard format for citation.			✓	✓	✓	✓	✓			✓
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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]”).	✓	✓	✓		✓		✓		✓	✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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”).	✓	✓	✓		✓		✓		✓	✓
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply <i>grade 7 Reading standards</i> to literature (e.g., “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”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply <i>grade 7 Reading standards</i> 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”).	✓	✓	✓		✓		✓		✓	✓

	1	2	3	4	5	6	7	8	9	10
<u>Writing: Range of Writing</u>										
W.5.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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	11	12	13	14	15	16	17	18	19	20	Test
<u>Speaking and Listening: Comprehension and Collaboration</u>											
SL.5.1. 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 their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.1. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.1. 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 their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	19	20	Test
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<u>Speaking and Listening: Presentation of Knowledge and Ideas</u>											
SL.5.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.4. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	19	20	Test
<u>Reading Foundational Skills: Phonics and Word Recognition</u>											
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading: Foundational Skills: Fluency</u>											
Teacher modeling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Individual silent practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Partner oral practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Individual test (reading checkout)	✓								✓	✓	
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Conventions of Standard English</u>											
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in verb tense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	20	Test
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation to separate items in a series.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use underlining, quotation marks, or italics to indicate titles of works.	✓										
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Language: Knowledge of Language</u>											
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maintain consistency in style and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	20	Test
<u>Language: Vocabulary Acquisition and Use</u>											
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

	11	12	13	14	15	16	17	18	19	20	Test
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figurative language, including similes and metaphors, in context.	✓	✓	✓	✓			✓		✓	✓	
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., personification) in context.	✓	✓	✓							✓	
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	✓	✓	✓								
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Literature: Key Ideas and Details											
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	20	Test
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RL.6.2. 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 opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RL.7.2. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RL.5.3. 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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RL.6.3. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading Literature: Craft and Structure</u>											
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	11	12	13	14	15	16	17	18	19	20	Test
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<u>Reading Literature: Integration of Knowledge and Ideas</u>											
RL.6.7. 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.		✓									
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		✓									
RL.7.9. 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.	✓	✓	✓		✓			✓		✓	
<u>Reading Literature: Range of Reading and Complexity of Text</u>											
Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discriminate between fiction and nonfiction text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.5.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
RL.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<u>Reading Informational Text: Key Ideas and Details</u>											
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓		✓			✓		✓	
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓		✓			✓		✓	
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓		✓			✓		✓	

	11	12	13	14	15	16	17	18	19	20	Test
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓		✓			✓		✓	
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓		✓			✓		✓	
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓	✓		✓			✓		✓	
RI.5.3. 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.	✓	✓	✓		✓			✓		✓	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓	✓		✓			✓		✓	
RI.7.3. 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).	✓	✓	✓		✓			✓		✓	
<u>Reading Informational Text: Craft and Structure</u>											
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	✓	✓	✓		✓			✓		✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓		✓			✓		✓	
RI.7.4. 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.	✓	✓	✓		✓			✓		✓	
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	✓	✓	✓		✓			✓		✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	✓	✓	✓		✓			✓		✓	
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	✓	✓	✓		✓			✓		✓	
RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	✓	✓	✓		✓			✓		✓	
RI.7.6. 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.	✓	✓	✓		✓			✓		✓	

	11	12	13	14	15	16	17	18	19	20	Test
<u>Reading Informational Text: Integration of Knowledge and Ideas</u>											
RI.5.7. 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.	✓	✓	✓		✓			✓		✓	
RI.6.7. 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.	✓	✓	✓		✓			✓		✓	
RI.7.7. 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).	✓	✓	✓		✓			✓		✓	
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	✓	✓	✓		✓			✓		✓	
RI.6.8. 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.	✓	✓	✓		✓			✓		✓	
RI.7.8. 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.	✓	✓	✓		✓			✓		✓	
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓		✓			✓		✓	
RI.6.9. 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).	✓	✓	✓		✓			✓		✓	
<u>Range of Reading and Level of Text Complexity</u>											
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	✓	✓	✓		✓			✓		✓	
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓		✓			✓		✓	
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓		✓			✓		✓	
<u>Writing: Text Types and Purposes</u>											
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							✓	✓			

	11	12	13	14	15	16	17	18	19	20	Test
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.							✓	✓			
Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).							✓	✓			
Provide a concluding statement or section related to the opinion presented.							✓	✓			
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.							✓	✓			
Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.							✓	✓			
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.							✓	✓			
Establish and maintain a formal style.							✓	✓			
Provide a concluding statement or section that follows from the argument presented.							✓	✓			
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.							✓	✓			
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.							✓	✓			
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.							✓	✓			
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.							✓	✓			
Establish and maintain a formal style.							✓	✓			
Provide a concluding statement or section that follows from and supports the argument presented.							✓	✓			
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Introduce a 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.	✓	✓	✓	✓	✓	✓			✓		✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	✓			✓	✓	✓			✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓			✓	✓	✓			✓		✓

	11	12	13	14	15	16	17	18	19	20	Test
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
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.	✓	✓	✓	✓	✓	✓			✓		✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Use appropriate transitions to clarify the relationships among ideas and concepts.	✓			✓	✓	✓			✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓	✓			✓	✓	✓
Provide a concluding statement or section that follows from the information or explanation presented.	✓			✓	✓	✓			✓		✓
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓			✓		✓
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			✓	✓	✓			✓		✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Establish and maintain a formal style.	✓	✓	✓	✓	✓	✓			✓	✓	✓
Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓				✓	✓			✓		✓
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓					✓					
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓					✓					

	11	12	13	14	15	16	17	18	19	20	Test
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓					✓					
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓					✓					
Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓					✓					
Provide a conclusion that follows from the narrated experiences or events.	✓					✓					
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓					✓					
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					✓					
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓					✓					
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					✓					
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓					✓					
Provide a conclusion that follows from the narrated experiences or events.	✓					✓					
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓					✓					
Engage and orient the 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.	✓					✓					
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓					✓					
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					✓					
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓					✓					
Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓					✓					

	11	12	13	14	15	16	17	18	19	20	Test
<u>Writing: Production and Distribution of Writing</u>											
W.5.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.4. 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.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.5. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	✓					✓		✓	✓		
W.6.6. 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 three pages in a single sitting.	✓					✓		✓	✓		
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	✓					✓		✓	✓		
<u>Writing: Research to Build and Present Knowledge</u>											
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.						✓					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.						✓					
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.						✓					

	11	12	13	14	15	16	17	18	19	20	Test
W.5.8. 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.						✓					
W.6.8. 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.						✓					
W.7.8. 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 plagiarism and following a standard format for citation.						✓					
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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]”).	✓	✓	✓	✓	✓			✓		✓	
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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”).	✓	✓	✓	✓	✓			✓		✓	
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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 period as a means of understanding how authors of fiction use or alter history”).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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”).	✓	✓	✓	✓	✓			✓		✓	

	11	12	13	14	15	16	17	18	19	20	Test
<u>Writing: Range of Writing</u>											
W.5.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.6.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W.7.10. 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓