

## ELA SCOPE AND SEQUENCE

| <b>READING LITERATURE</b>  |  |   |  |   |   |  |   |  |  |
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| <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 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 | 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   | 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 | 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective               | 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        |

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|  |  |  |  | explain how it is conveyed through key details in the text.  |   | respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   | personal opinions or judgments.   | summary of the text.   | characters, setting, and plot; provide an objective summary of the text.  |
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| 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. |
| 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, | 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.<br>5. Explain | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply | 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal   | 4. Determine the meaning of words and phrases as they are used in a text, including those that  | 4. Determine the meaning of words and phrases as they are used in a text, including figurative  | 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                     | 4. Determine the meaning of words and phrases as they are used in a text, including figurative  |

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| <p>and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> |  | <p>major differences 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>rhythm and meaning in a 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>from non-literal 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>allude to significant 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</p> | <p>language such as 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>meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p>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.</p> | <p>and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> |
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|   |   |   |  |  | which different stories are narrated, 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 reading of a 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  | 6. With prompting   | 6. Identify who is telling  | 6. Acknowledge   | 6. Distinguish   | 6. Compare and  | 6. Describe how a   | 6. Explain how an  | 6. Analyze how an  | 6. Analyze how   |

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| view or purpose shapes the content and style of a text.          | and support, name the author and illustrator of a story and define the role of each in telling the story. | the story at various points in a text.                      | differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | their own point of view from that of the narrator or those of the characters. | contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations | narrator's or speaker's point of view influences how events are described.<br>a. Recognize and describe how an author's background and culture affect his or her perspective. | author develops the point of view of the narrator or speaker in a text.<br>a. Explain how an author's geographic location or culture affects his or her perspective. | author develops and contrasts the points of view of different characters or narrators in a text.<br>a. Analyze stories, drama, or poems by authors who represent diverse world cultures. | differences in the points of view of the characters 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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| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</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. Integrate and evaluate content presented in diverse media and | 7. With prompting and support, describe the relationship  | 7. Use illustrations and details in a story to describe its | 7. Use information gained from the illustrations and words  | 7. Explain how specific aspects of a text's illustrations contribute to       | 7. Make connections between the text of a story or drama  | 7. Analyze how visual and multimedia elements contribute to   | 7. Compare and contrast the experience of reading a story, drama,  | 7. Compare and contrast a written story, drama, or poem to its   | 7. Analyze the extent to which a filmed or live production of  |

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| formats, including visually and quantitatively, as well as in words.* | between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) | characters, setting, or events. | in a print or digital text to demonstrate understanding of its characters, setting, or plot | what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <sup>9</sup> 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. | the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) | 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. | 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). <sup>9</sup> 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. | a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
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| <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p>NOT APPLICABLE TO LITERATURE</p>   |  |   |  |   |   |   |  |  |
| <p>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.</p>                            | <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br/>a. With prompting and support, students will make cultural connections to text and self.</p> | <p>9. Compare and contrast the adventures and experiences of characters in stories.<br/>a. With prompting and support, students will make cultural connections to text and self.</p> | <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> | <p>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</p> | <p>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.</p> | <p>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</p> | <p>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</p> | <p>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.</p> | <p>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</p> |

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|   |   |  |  | plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                 |   | same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                 | perceive when they listen or watch.<br>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. |  | modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
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| 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 | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text | 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 | 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,  | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8  |



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|  |   |   | proficiently, with scaffolding as needed at the high end of the range.                                | 2–3 text complexity band independently and proficiently.  | complexity band proficiently, with scaffolding as needed at the high end of the range.  | text complexity band independently and proficiently.   | with scaffolding as needed at the high end of the range .  | complexity band proficiently, with scaffolding as needed at the high end of the range.  | text complexity band independently and proficiently.   |
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| RESPONDING TO LITERATURE   |   |   |   |   |   |  |  |   |  |
| 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.<br>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.<br>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 | 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 | 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. | 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 |

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|   |  |  |   |  |   | authors.<br>b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces. | classify, select, and evaluate texts to make informed judgments about the quality of the pieces.                         | b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.            | and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.                             |
| <b><u>READING INFORMATIONAL</u></b>   |  |  |   |  |   |  |  |  |  |
| <b>KEY IDEAS AND DETAILS</b>  |  |  |   |  |   |  |  |  |  |
| <b>ANCHOR STANDARD</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>   |
| 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 | 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. |

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| conclusions 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, identify the main topic and retell key details of a text.                    | 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 specific paragraphs within the text.      | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.               | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.                  | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                    | 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. | 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. | 2. Determine a central idea of a text and analyze its development over the 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 | 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 | 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical 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     | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,   |

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|  | information in a text.   |  | procedures in a text.  | procedures in a text, using language that pertains to time, sequence, and cause/effect.   | and why, based on specific information in the text.  | based on specific information in the text.  |  | influence ideas or events).   | analogies, or categories).  |
| <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 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 |

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|   |  |   |   |  |  |   |   |   | analogies or allusions to other texts.  |
| 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. | 5. Identify the front cover, back cover, and title page of a book.                     | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | 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. | 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. | 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. | 5. Analyze in detail the structure of a specific paragraph in a text, 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 | 6. Distinguish between information provided by pictures or other illustrations and information provided by  | 6. Identify the main purpose of a text, including what the author wants to answer,  | 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;   | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences  | 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  | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledge  |

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|  | the ideas or information in a text.  | the words in a text.  | explain, or describe.  |   | describe the differences in focus and the information provided.  | in the point of view they represent.  |  | his or her position from that of others.   | s and responds to conflicting evidence or viewpoints.   |
| <b>INTEGRATION OF KNOWLEDGE AND IDEAS</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. 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 text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas. | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | 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). | 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 | 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. | 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. | 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). | 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. |

## ELA SCOPE AND SEQUENCE

|   |  |  |   |  | g of the text in which it appears.   |   |  |   |   |
|---|--|--|---|--|--|---|--|---|---|
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text.   | 8. Describe how reasons support specific points the author makes in a text. | 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 8. Explain how an author uses reasons and evidence to support particular points in a text. | 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). | 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. | 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. | 8. 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 when irrelevant evidence is introduced. |
| 9. Analyze how two or more texts address similar themes or topics in  | 9. With prompting and support, identify basic similarities in and                                | 9. Identify basic similarities in and differences between two texts on | 9. Compare and contrast the most important points presented                 | 9. Compare and contrast the most important points and key details  | 9. Integrate information from two texts on the same topic in order to write or             | 9. Integrate information from several texts on the same topic in order to   | 9. Compare and contrast one author's presentation of events with that of   | 9. Analyze how two or more authors writing about the same   | 9. Analyze a case in which two or more texts provide conflicting information  |

## ELA SCOPE AND SEQUENCE

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| order to build knowledge or to compare the approaches the authors take. | differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | the same topic (e.g., in illustrations, descriptions, or procedures). | by two texts on the same topic. | presented in two texts on the same topic. | speak about the subject knowledgeably. | write or speak about the subject knowledgeably. | another (e.g., a memoir written by and a biography on the same person).<br>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.<br>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. | on the same topic and identify where the texts disagree on matters of fact or interpretation.<br>a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. |
| <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>                    |  |   |                                 |   |  |   |  |  |  |
| <b>ANCHOR</b>   | K  | 1ST   | 2ND                             | 3RD                                       | 4TH                                    | 5TH   | 6TH  | 7TH  | 8TH  |



## ELA SCOPE AND SEQUENCE

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| 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 texts, 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 informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 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. | 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 . | 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. | 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. |
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### 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 | 1.Participate in collaborative conversations with | 1.Participate in collaborative conversations with | 1.Participate in collaborative conversations with | 1.Engage effectively in a range of collaborative discussions | 1.Engage effectively in a range of collaborative discussions | 1.Engage effectively in a range of collaborative discussions | 1. Engage effectively in a range of collaborative discussions | 1.Engage effectively in a range of collaborative discussions | 1.Engage effectively in a range of collaborative discussions |

## ELA SCOPE AND SEQUENCE

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| conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  | diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.                          | diverse partners about grade 2 topics and texts with peers and adults in small and larger groups                           | (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.                        | (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | (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. | (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.                | (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.  | (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing 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,  | 3. Ask and answer questions in order to seek  | 3. Ask and answer questions about what a   | 3. Ask and answer questions about what a   | 3. Ask and answer questions about  | 3. Identify the reasons and evidence a speaker  | 3. Summarize the points a speaker makes and   | 3. Delineate a speaker's argument and specific claims,  | 3. Delineate a speaker's argument and specific  | 3. Delineate a speaker's argument and specific  |

## ELA SCOPE AND SEQUENCE

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| and use of evidence and rhetoric.  | help, get information, or clarify something that is not understood.   | speaker says in order to gather additional information or clarify something that is not understood.          | speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                | information from a speaker, offering appropriate elaboration and detail.   | provides to support particular points.  | explain how each claim is supported by reasons and evidence.  | distinguishing claims that are supported by reasons and evidence from claims that are not.  | claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  | claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS</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. 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, | 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 | 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 | 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 | 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 | 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 |

## ELA SCOPE AND SEQUENCE

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| purpose, and audience.   |  |  |   |  | at an understandable pace.  | at an understandable pace.  | clear pronunciation.   | clear pronunciation.   | volume, and clear pronunciation.   |
| 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.    | 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 when appropriate to clarify ideas, thoughts, and feelings. | 5.Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details | 5.Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.                                  | 5.Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | 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 salient points.                                 | 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, 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                                      | 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language   | 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group | 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) |

## ELA SCOPE AND SEQUENCE

|   |   |   | standards 1 and 3)   | standards 1 and 3)  | discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3)   |   |  |   |   |
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| <b><u>LANGUAGE</u></b>  |   |   |  |   |  |   |  |   |   |
| <b>CONVENTIONS OF STANDARD ENGLISH</b>  |   |   |  |   |  |   |  |   |   |
| ANCHOR  | K   | 1ST   | 2ND  | 3RD   | 4TH  | 5TH   | 6TH  | 7TH   | 8TH   |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Print many upper- and lowercase letters.<br>b. Use frequently occurring nouns and verbs.<br>c. Form | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Print all upper- and lowercase letters.<br>b. Use common, proper, and possessive nouns.<br>c. Use | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use collective nouns (e.g., group).<br>b. Form and use frequently occurring irregular plural nouns | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>b. Use intensive pronouns (e.g., myself, | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular |

## ELA SCOPE AND SEQUENCE

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| regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).<br>d.Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).<br>e.Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).<br>f.Produce and expand complete sentences in shared language activities | singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).<br>d.Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).<br>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). | (e.g., feet, children, teeth, mice, fish).<br>c.Use reflexive pronouns (e.g., myself, ourselves).<br>d.Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).<br>e.Use adjectives and adverbs, and choose between them depending on what is to be modified.<br>f.Produce, expand, and rearrange complete simple and compound sentences | particular sentences.<br>b.Form and use regular and irregular plural nouns.<br>c.Use abstract nouns (e.g., childhood).<br>d.Form and use regular and irregular verbs.<br>e.Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.<br>f.Ensure subject-verb and pronoun-antecedent agreement.*<br>g.Form and use comparative and superlative adjectives and adverbs, | b.Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.<br>c.Use modal auxiliaries (e.g., can, may, must) to convey various conditions.<br>d.Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).<br>e.Form and use prepositional phrases.<br>f.Produce complete | sentences.<br>b.Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.<br>c.Use verb tense to convey various times, sequences, states, and conditions.<br>d.Recognize and correct inappropriate shifts in verb tense.*<br>e.Use correlative conjunctions | ourselves).<br>c.Recognize and correct inappropriate shifts in pronoun number and person.*<br>d.Recognize and correct vague pronouns (i.e., unclear or ambiguous antecedents).*<br>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.* | among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c.Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | sentences.<br>b.Form and use verbs in the active and passive voice.<br>c.Form and use verbs in the indicative, imperative, interrogative, and subjunctive mood.<br>d.Recognize and correct inappropriate shifts in verb voice and mood.* |
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## ELA SCOPE AND SEQUENCE

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|  |  | <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in</p> | <p>(e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> | <p>and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> | <p>sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> |  |  |  |  |
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## ELA SCOPE AND SEQUENCE

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|   |  | response to prompts.  |  |   |  |   |   |   |   |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize the first word in a sentence and the pronoun I.<br>b. Recognize and name end punctuation.<br>c. Write a letter or most consonant and shortvowel | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize dates and names of people.<br>b. Use end punctuation for sentences.<br>c. Use commas in dates and to separate single words in a series.<br>d. Use conventional | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize holidays, product names, and geographic names.<br>b. Use commas in greetings and closings of letters.<br>c. Use an apostrophe to form contractions and frequently | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.<br>b. Use commas in addresses.<br>c. Use commas and quotation marks in dialogue.<br>d. Form and use possessives.<br>e. Use conventional | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use correct capitalization.<br>b. Use commas and quotation marks to mark direct and quotations from a text.<br>c. Use a comma before a | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).<br>b. Spell correctly. | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly. |



## ELA SCOPE AND SEQUENCE

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|  | <p>sounds (phonemes).<br/>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | <p>spelling for words with common spelling patterns and for frequently occurring irregular words.<br/>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> | <p>occurring possessives.<br/>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).<br/>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).<br/>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br/>g. Consult reference materials,</p> | <p>coordinating conjunction in a compound sentence.<br/>d. Spell grade appropriate words correctly, consulting references as needed</p> | <p>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?).<br/>d. Use underlining, quotation marks, or italics to indicate titles of works.<br/>e. Spell grade appropriate words correctly, consulting references as needed.</p> |  |  |  |
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## ELA SCOPE AND SEQUENCE

|  |                   |                   |  | including beginning dictionaries, as needed to check and correct spellings.   |   |   |  |  |  |
|--|-------------------|-------------------|--|---|---|---|--|--|--|
| KNOWLEDGE OF LANGUAGE  |                   |                   |  |   |   |   |  |  |  |
| ANCHOR   | K                 | 1ST               | 2ND  | 3RD   | 4TH   | 5TH   | 6TH  | 7TH  | 8TH  |
| 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | Begins in Grade 2 | Begins in Grade 2 | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal and informal uses of English. | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.*<br>b. Recognize and observe differences between the conventions of spoken and written | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases to convey ideas precisely.*<br>b. Choose punctuation for effect.*<br>c. Differentiate between contexts that call for | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.*<br>b. Maintain consistency in style and tone.* | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*<br>3. Use knowledge of language and its | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., |

## ELA SCOPE AND SEQUENCE

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|  |  |  |  | standard English. | formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | stories, dramas, or poems.<br>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Vary sentence patterns for meaning, reader/listener interest, and style.*<br>b. Maintain consistency in style and tone.*<br>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose language that expresses |  | conventions when writing, speaking, reading, or listening.<br>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). | emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). |
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## ELA SCOPE AND SEQUENCE

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|  |  |  |  |  | <p>ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>3.Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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</p> |  |  |  |
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## ELA SCOPE AND SEQUENCE

|   |  |   |  |  |   | a state contrary to fact).   |   |   |   |
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| 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.<br>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.<br>b. Demonstrate understanding of frequently occurring verbs and | 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<br>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.<br>b. Define words by category and by one or more key | 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).<br>b. Distinguish shades of meaning among closely related verbs (e.g., toss, friendly or | 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.<br>b. Recognize and explain the meaning of common idioms, adages, and | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., verbal irony, puns) in context.<br>b. Use the relationship between particular words to better understand each of the words.<br>c. Distinguish |

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|  | <p>adjectives by relating them to their opposites (antonyms).<br/>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).<br/>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p>attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).<br/>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).<br/>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by</p> | <p>throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | <p>helpful).<br/>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>proverbs.<br/>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> | <p>relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>words.<br/>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> | <p>better understand each of the words.<br/>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> | <p>among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> |
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|  |  | defining or choosing them or by acting out the meanings.   |  |  |   |   |  |  |  |
| 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | 6. Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | 6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, | 6. Acquire and use accurately gradeappropriate 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). | 6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately gradeappropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 6. Acquire and use accurately gradeappropriate 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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| an unknown term important to comprehension or expression. |  |  |  |  | conservation, and endangered when discussing animal preservation). |  |  |  |  |
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### WRITING

#### TEXT TYPES AND PURPOSES

| ANCHOR  | K   | 1ST  | 2ND  | 3RD  | 4TH  | 5TH  | 6TH  | 7TH   | 8TH   |
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| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the | 1. Write opinion pieces in which they introduce 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. | 1. Write opinion pieces in which they introduce 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 | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are | 1. Write arguments to support claims with clear reasons and 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 | 1. Write arguments to support claims with clear reasons 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 | 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence |



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|  | <p>topic or book (e.g., My favorite book is . . .).</p> |  | <p>reasons, and provide a concluding statement or section.</p> | <p>b. Provide reasons that support the opinion.<br/>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.<br/>d. Provide a concluding statement or section.</p> | <p>are grouped to support the writer's purpose.<br/>b. Provide reasons that are supported by facts and details.<br/>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).<br/>d. Provide a concluding statement or section related to the opinion presented.</p> | <p>logically grouped to support the writer's purpose.<br/>b. Provide logically ordered reasons that are supported by facts and details.<br/>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).<br/>d. Provide a concluding statement or section related to the opinion presented.</p> | <p>demonstrating an understanding of the topic or text.<br/>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br/>d. Establish and maintain a formal style.<br/>e. Provide a concluding statement or section that follows from the argument presented.</p> | <p>reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br/>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.<br/>d. Establish and maintain a formal style.<br/>e. Provide a concluding statement or section that follows from and supports the</p> | <p>logically.<br/>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br/>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br/>d. Establish and maintain a formal style.<br/>e. Provide a</p> |
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|   |  |  |   |   |  |  |  | argument presented.   | 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 through the effective selection, organization, and analysis of content. | 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic; organize ideas, information, using strategies such as definition, comparison/contrast, and cause/effect; | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and |

## ELA SCOPE AND SEQUENCE

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

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| <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 what happened.</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 some sense of closure.</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 signal event order, and provide a sense of closure.</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br/>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br/>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br/>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br/>b. Use dialogue and description to develop experiences and events or show the</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br/>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br/>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br/>a. 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.<br/>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br/>a. 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.<br/>b. Use narrative techniques, such as dialogue, pacing, and</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br/>a. 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.<br/>b. Use narrative</p> |
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## ELA SCOPE AND SEQUENCE

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|  |  |  |  | <p>response of characters to situations.<br/>c.Use temporal words and phrases to signal event order.<br/>d.Provide a sense of closure.</p> | <p>responses of characters to situations.<br/>c.Use a variety of transitional words and phrases to manage the sequence of events.<br/>d.Use concrete words and phrases and sensory details to convey experiences and events precisely.<br/>e.Provide a conclusion that follows from the narrated experiences or events.</p> | <p>responses of characters to situations.<br/>c.Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br/>d.Use concrete words and phrases and sensory details to convey experiences and events precisely.<br/>e.Provide a conclusion that follows from the narrated experiences or events.</p> | <p>c.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br/>d.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br/>e.Provide a conclusion that follows from the narrated experiences or events.</p> | <p>description, to develop experiences, events, and/or characters.<br/>c.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br/>d.Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br/>e.Provide a conclusion that follows from and</p> | <p>techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br/>c.Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.<br/>d.Use precise words and phrases, relevant</p> |
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## ELA SCOPE AND SEQUENCE

|   |                     |                     |                     |  |   |  |  | reflects on the narrated experiences or events.   | descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events |
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| 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 | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations | 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 | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific  |

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|  |  |   |  | expectations for writing types are defined in standards 1–3 above.)  | fic expectations for writing types are defined in standards 1–3 above.)  | for writing types are defined in standards 1–3 above.)<br>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.  | types are defined in standards 1–3 above.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.   | fic expectations for writing types are defined in standards 1–3 above.)<br>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.   | fic expectations for writing types are defined in standards 1–3 above.)<br>a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.   |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | 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. | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | 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 | 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 | 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 | 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 | 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 | 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 |



## ELA SCOPE AND SEQUENCE

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|  |   |   |   | and including grade 3)   | and including grade 4)  | Language standards 1–3 up to and including grade 5)  | standards 1–3 up to and including grade 6)   | addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7)   | addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8)   |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peer | 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | 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 one page in a single sitting. | 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. | 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. | 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. | 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

## ELA SCOPE AND SEQUENCE

| RESEARCH TO BUILD AND PRESENT KNOWLEDGE  |  |  |   |   |  |   |  |  |  |
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| ANCHOR   | K  | 1ST  | 2ND   | 3RD   | 4TH  | 5TH   | 6TH  | 7TH  | 8TH  |
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | 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 aspects of a topic. | 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 related, focused questions for further research and investigation. | 7. Conduct short research projects to answer a question (including a self-generated question), drawing on 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   | 8. With guidance and support from adults, recall information from experiences or gather information from                                       | 8. With guidance and support from adults, recall information from experiences or gather information from   | 8. Recall information from experiences or gather information from provided sources to   | 8. Recall information from experiences or gather information from print and digital sources; take brief notes | 8. Recall relevant information from experiences or gather relevant information from print and digital          | 8. Recall relevant information from experiences or gather relevant information from print and digital                                 | 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or      | 8. Gather relevant information from multiple print and digital sources, using search terms   | 8. Gather relevant information from multiple print and digital sources, using search terms   |

## ELA SCOPE AND SEQUENCE

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| and accuracy of each source, and integrate the information while avoiding plagiarism.                | provided sources to answer a question. | provided sources to answer a question. | answer a question. | on sources and sort evidence into provided categories. | sources; take notes and categorize information, and provide a list of sources.  | sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.                                       | paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  | 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. | 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. |
| 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.<br>a. Apply grade 4 Reading standards to | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply grade 5 Reading standards to | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply grade 7 Reading standards to   | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. Apply grade 8 Reading standards to   |

## ELA SCOPE AND SEQUENCE

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|  |  |  |  |  | <p>literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</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>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]”).</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</p> | <p>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”).</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>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”).</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</p> | <p>literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, 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</p> |
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## ELA SCOPE AND SEQUENCE

|  |                   |                   |                   |  |  | evidence support which point[s]”).   |   | whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).  | argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
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| 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) | 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) | 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) | 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) | 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-speci | 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) | 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)                            |

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| for a range of tasks, purposes, and audiences  |   |  |  | for a range of discipline-specific tasks, purposes, and audiences.   | for a range of discipline-specific tasks, purposes, and audiences.   | for a range of discipline-specific tasks, purposes, and audiences.   | purposes, and audiences.   | for a range of discipline-specific tasks, purposes, and audiences.  | for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>RESPONDING TO LITERATURE</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>  |
| 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. | 11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. | 11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. | 11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. | 11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. | 11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. | 11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.<br>a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts. | 11. Create and present a text or art work in response to a literary work.<br>a. Develop a perspective or theme supported by relevant details.<br>b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.<br>c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | 11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.<br>a. Make deliberate, personal, cultural, textual, and thematic connections across genres.<br>b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | 11. Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.<br>a. Make well-supported personal, cultural, textual, and thematic connections across genres.<br>b. Create poetry, stories, plays, and |

## ELA SCOPE AND SEQUENCE

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|  |  |  |  |  |  |  |  |  | other literary forms (e.g. videos, art work). |
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