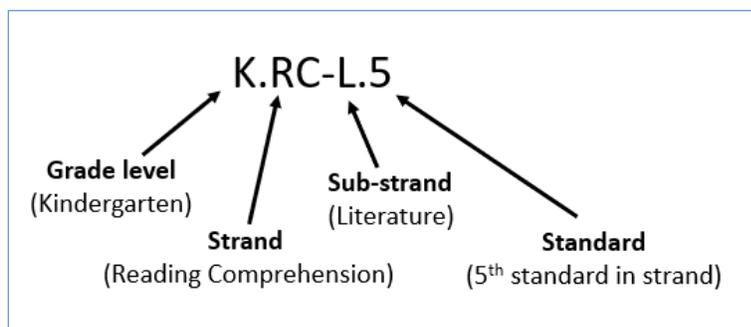# K-12 Progressions by Strand

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# ELA/L STRAND PROGRESSIONS

This progression document is designed to provide teachers with a snapshot of standards organized by strand and aligned for kindergarten through grade 12. Each of the seven ELA/L strands (see chart below) are included. Not all sub-strand standards are included in this progression document.

## ELA/L STRANDS

| Strands | Grades |
|---|---|
| Foundational Reading Skills | K-5 |
| Reading Comprehension | K-12 |
| Vocabulary Development (K-12) | K-12 |
| Research Strand | 1-12 |
| Writing | K-12 |
| Oral and Digital Communications | K-12 |
| Grammar and Conventions | K-12 |

## CODING SCHEME FOR ELA/L STANDARDS



K.RC-L.5

Grade level (Kindergarten)
Strand (Reading Comprehension)
Sub-strand (Literature)
Standard (5th standard in strand)

# STRAND: FOUNDATIONAL READING SKILLS (FR)

| Sub-Strand: Print Concepts (PC.1) | |
|---|---|
| K.FR-PC.1 | Demonstrate understanding of the basic features of print. |
| **Sub-Strand: Phonemic Awareness (PA.2)** | |
| K.FR-PA.2<br>1.FR-PA.2<br>2.FR-PA.2 | Demonstrate understanding of spoken words, syllables, and sounds. |
| **Sub-Strand: Phonics and Decoding (PH.3)** | |
| K.FR-PH.3<br>1.FR-PH.3<br>2.FR-PH.3<br>3.FR-PH.3 | Use knowledge of grade-level phonics and word analysis skills in decoding words. |
| 4.FR-PH.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., *depart, beneficial, recycle)* in context and out of context. |
| 5.FR-PH.3 | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., *disallow, misinform, transaction)* in context and out of context. |

# STRAND: READING COMPREHENSION (RC)

| Sub-Strand: Text Complexity (TC.1) *(begins at grade 2)* | |
|---|---|
| 2.RC-TC.1<br>3.RC-TC.1 | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
| 4.RC-TC.1<br>5.RC-TC.1 | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 4-5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
| 6.RC-TC.1<br>7.RC-TC.1<br>8.RC-TC.1 | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 6-8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
| 9.RC-TC.1<br>10.RC-TC.1 | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 9-10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
| 11.RC-TC.1<br>12.RC-TC.1 | Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 11-12 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) |
| **Sub-Strand: Volume of Reading to Build Knowledge (V.2)** | |
| K.RC-V.2<br>1.RC-V.2 | Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary. |
| 2.RC-V.2 | Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
| 3. RC-V.2<br>4.RC-V.2<br>5.RC-V.2<br>6.RC-V.2<br>7.RC-V.2<br>8.RC-V.2 | Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary. |
| 9/10.RC-V.2 | Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include |

| | a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
|---|---|
| 11/12.RC-V.2 | Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
| **Sub-Strand: Textual Evidence (TE.3)** | |
| K.RC-TE.3 | Ask and answer questions about key details in texts heard. |
| 1.RC-TE.3 | Ask and answer questions about key details in texts heard or read. |
| 2.RC-TE.3 | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in grade-level texts heard or read. |
| 3.RC-TE.3 | Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers. |
| 4.RC-TE.3 | Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts. |
| 5.RC-TE.3 | Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately. |
| 6.RC-TE.3 | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| 7.RC-TE.3 | Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary. |
| 8.RC-TE.3 | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| 9/10.RC-TE.3 | Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. |
| 11/12.RC-TE.3 | Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered. |
| **Sub-Strand: Reading Fluency (RF.4)** | |
| K.RC-RF.4 | Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding. |

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|---|---|
| 1.RC-RF.4<br><br>2.RC-RF.4 | Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings ([see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference](#)). |
| 3.RC-RF.4<br><br>4.RC-RF.4<br><br>5.RC-RF.4<br><br>6.RC-RF.4<br><br>7.RC-RF.4<br><br>8.RC-RF.4<br><br>9/10.RC-RF.4<br><br>11/12.RC-RF.4 | Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension ([see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference](#)). |
| **Sub-Strand: Literature (L.5)** | |
| K.RC-L.5 | With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts. |
| 1.RC-L.5<br><br>2.RC-L.5<br><br>3.RC-L.5<br><br>4.RC-L.5<br><br>5.RC-L.5<br><br>6.RC-L.5<br><br>7.RC-L.5<br><br>8.RC-L.5<br><br>9/10.RC-L.5<br><br>11/12.RC-L.5 | Use evidence from literature to demonstrate understanding of grade-level texts. |
| **Sub-Strand: Nonfiction Text (NF.6)** | |
| K.RC-NF.6 | With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts. |
| 1.RC-NF.6<br><br>2.RC-NF.6<br><br>3.RC-NF.6<br><br>4.RC-NF.6<br><br>5.RC-NF.6 | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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|---|---|
| 6.RC-NF.6<br>7.RC-NF.6<br>8.RC-NF.6<br>9/10.RC-NF.6<br>11/12.RC-NF.6 | |

# STRAND: VOCABULARY DEVELOPMENT (VD)

| Sub-Strand: Word Building (WB.1) | |
|---|---|
| K.VD-WB.1 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| 1.VD-WB.1<br><br>2.VD-WB.1<br><br>3.VD-WB.1<br><br>4.VD-WB.1<br><br>5.VD-WB.1<br><br>6.VD-WB.1<br><br>7.VD-WB.1<br><br>8.VD-WB.1<br><br>9/10.VD-WB.1<br><br>11/12.VD-WB.1 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level reading and content*, choosing flexibly from an array of strategies. |
| **Sub-Strand: Word Building (WB.2)** | |
| K.VD-WB.2<br><br>1.VD-WB.2 | With support, explore word relationships and nuances in word meanings. |
| 2.VD-WB.2<br><br>3.VD-WB.2<br><br>4.VD-WB.2<br><br>5.VD-WB.2<br><br>6.VD-WB.2<br><br>7.VD-WB.2 | Determine how words and phrases provide meaning and nuance to texts. |
| 8.VD-WB.2<br><br>9/10.VD-WB.2<br>11/12.VD-WB.2 | Determine how words and phrases provide meaning and nuance to texts. |
| **Sub-Strand: Academic Vocabulary (AV.3)** | |
| K.RC-AV.3 | With support, use words and phrases acquired through conversations, reading, and listening to texts. |
| 1.RC-AV.3 | With support as needed, acquire, and use general academic and content-specific words gained through conversations, reading, and listening to texts. |

| 2.RC-AV.3 | Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., *When other kids are acting silly, that makes me feel giddy*). Use these words in discussions and writing. |
|---|---|
| 3.RC-AV.3 | Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., *She stood behind the door before she entered the room*). Use these words in discussions and writing. |
| 4.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level* reading and content, including those that signal precise actions or states of being (e.g., *frustrated, puzzled, stammered*) and vocabulary essential to a particular topic (e.g., *heroes, villains, quest, fate* when discussing myths). Use these words in discussions and writing. |
| 5.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*, including those that signal contrast, addition, connection, and other logical relationships (e.g., *therefore, for example, meanwhile, on the other hand*). Use these words in discussions and writing. |
| 6.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| 7.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing |
| 8.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| 9/10.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

| 11/12.RC-AV.3 | Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

# RESEARCH STRAND (RS)

| Sub-Strand: Inquiry Process to Build, Present, and Use Knowledge (IP.1) *(begins in grade 1.)* | |
|---|---|
| 1.RS-IP.1 | With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids. |
| 2.RS-IP.1 | With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids. |
| 3.RS-IP.1 | Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., *key words, sidebars, hyperlinks*) to locate information efficiently. |
| 4.RS-IP.1 | Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources. |
| 5.RS-IP.1 | Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright guidelines for use of that information and any images. |
| 6.RS-IP.1 | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| 7.RS-IP.1 | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data |

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| | and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| 8.RS-IP.1 | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| 9/10.RS-IP.1 | Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative source and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., *APA*, *MLA*, *Chicago*) for citations and bibliographies. |
| 11/12.RS-IP.1 | Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., *APA*, *MLA*, *Chicago*) for citations and bibliographies. |
| **Sub-Strand: Deep Reading on Topics to Build Knowledge (DR.2)** ||
| K.RS-DR.2 | Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. |
| 1.RS-DR.2 | Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. |
| 2.RS-DR.2 | Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| 3.RS-DR.2 4.RS-DR.2 5.RS-DR.2 6.RS-DR.2 | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |

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| 7.RS-DR.2<br><br>8.RS-DR.2<br><br>9/10.RS-DR.2 | |
| 11/12.RS-DR.2 | Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world. |

# WRITING STRAND (W)

| Sub-Strand: Range of Writing (RW.1) | |
|---|---|
| K.W-RW.1 | Routinely write or dictate writing for a range of tasks, purposes, and audiences. |
| 1.W-RW.1 | Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story). |
| 2.W-RW.1 | Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc. |
| 3.W-RW.1<br>4.W-RW.1 | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc. |
| 5.W-RW.1<br>6.W-RW.1<br>7.W-RW.1<br>8.W-RW.1<br>9/10.W-RW.1<br>11/12.W-RW.1 | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| **Sub-Strand: Handwriting and Keyboarding (HWK.1)** | |
| K.W-HWK.1 | Routinely write or dictate writing for a range of tasks, purposes, and audiences. |
| **Sub-Strand: Range of Writing (RW.2)** *(begins at grade 2)* | |
| 2.W-RW.2 | Write arguments that express an opinion supported by details and reasons and provide a concluding sentence. |
| 3.W-RW.2 | Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement. |
| 4.W-RW.2 | Write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; and provide a concluding statement or section. |
| 5.W-RW.2 | Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section. |
| 6.W-RW.2 | Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented. |
| 7.W-RW.2 | Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, |

| | demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented. |
|---|---|
| 8.W-RW.2 | Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented. |
| 9/10.W-RW.2 | *(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)* |
| 11/12.W-RW.2 | Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented. |
| **Sub-Strand: Handwriting and Keyboarding (HWK.2)** *(begins at grade 1)* | |
| 1.W- HWK.2 | Print legibly and space words appropriately when writing a complete sentence. |
| **Sub-Strand: Range of Writing (RW.3)** *(begins at grade 2)* | |
| 2.W-RW.3 | Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence. |
| 3.W-RW.3 | Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement. |
| 4.W-RW.3 | Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section. |
| 5.W-RW.3 | Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section. |
| 6.W-RW.3 | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| 7.W-RW.3 | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or |

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|---|---|
| | other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| 8.W-RW.3 | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| 9/10.W-RW.3 | Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented. |
| 11/12.W-RW.3 | *(Teachers can include informational and narrative writing at their discretion.)* |
| **Sub-Strand: Range of Writing (RW.4)** *(begins at grade 2)* | |
| 2.W-RW.4 | Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure. |
| 3.W-RW.4 | Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure. |
| 4.W-RW.4 | Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure. |
| 5.W-RW.4 | Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events. |
| 6.W-RW.4 | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and |

| | | sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
|---|---|---|
| 7.W-RW.4 | | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| 8.W-RW.4 | | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| 9/10.W-RW.4 | | *(Teachers can include narrative writing at their discretion.)* |
| 11/12.W-RW.4 | | *(Teachers can include informational and narrative writing at their discretion.)* |
| **Sub-Strand: Range of Writing (RW.5)** *(begins at grade 2)* | | |
| 2.W-RW.5 | | *(Employing clear and coherent organizational structures begins in grade 3.)* |
| 3.W-RW.5 | | Group related information within a paragraph, using common linking words and phrases to connect ideas and information. |
| 4.W-RW.5 | | Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas. |
| 5.W-RW.5 | | Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas. |
| 6.W-RW.5 | | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| 7.W-RW.5 | | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |

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| 8.W-RW.5 | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| 9/10.W-RW.5 | Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts. |
| 11/12.W-RW.5 | Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts. |
| **Sub-Strand: Range of Writing (RW.6)** *(begins at grade 2)* | |
| 2.W-RW.6 | With support from adults and peers, strengthen writing as needed by revising and editing. |
| 3.W-RW.6 | With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| 4.W-RW.6 | With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| 5.W-RW.6 | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| 6.W-RW.6 | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

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|---|---|
| 7.W-RW.6<br><br>8.W-RW.6 | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| 9/10.W-RW.6<br><br>11/12.W-RW.6 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| **Sub-Strand: Handwriting and Keyboard (HKW.7)** *(begins at grade 2)* | |
| 2.W- HWK.7 | Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person. |
| 3.W- HWK.7 | Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper. |
| 4.W- HWK.7 | Write legibly and fluently in cursive by hand, forming letters and words that can be easily read by others. |
| 5.W- HWK.7 | Write in cursive legibly and fluently by hand with a consistent form and recognizable signature. |
| 6.W- HWK.7 | Write by hand or with technology 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. |
| 7.W- HWK.7 | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| 8.W- HWK.7 | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| 9/10.W- HWK.7 | Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| 11/12.W- HWK.7 | Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| **Sub-Strand: Handwriting and Keyboard (HKW.7)** *(begins at grade 2)* | |
| 2.W- HWK.8 | With support, use keyboarding skills to produce and publish writing. |

| 3.W- HWK.8 | Use keyboarding skills to produce and publish writing. |
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| 4.W- HWK.8 | Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills |
| 5.W- HWK.8 | Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills. |

# STRAND: ORAL AND DIGITAL COMMUNICATIONS (ODC)

| Sub-strand: Oral Communications (OC.1) | |
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| K.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges |
| 1.ODC-OC.1 | Engage in collaborative Engage in collaborative discussions about *grade-level topics and texts* with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion. |
| 2.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding. |
| 3.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed. |
| 4.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding. |
| 5.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others' remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion. |
| 6.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| 7.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |

| 8.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying, or justifying one's views considering new evidence heard. |
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| 9/10.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented. |
| 11/12.ODC-OC.1 | Engage in collaborative discussions about *grade-level topics and texts* with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task. |
| **Sub-strand: Oral Communications (OC.2)** | |
| K.ODC-OC.2 | With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions. |
| 1.ODC-OC.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| 2.ODC-OC.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 3.ODC-OC.2 | Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative). |
| 4.ODC-OC.2 | Paraphrase portions of a text read aloud, or information presented in diverse media (audio, visual, and quantitative). |
| 5.ODC-OC.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 6.ODC-OC.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. |

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| 7.ODC-OC.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. |
| 8.ODC-OC.2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation. |
| 9/10.ODC-OC.2 | Analyze the effect of text and images on the reader's or viewer's emotions in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. |
| 11/12.ODC-OC.2 | Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media. |
| **Sub-strand: Oral Communications (OC.3)** | |
| K.ODC-OC.3 | With support, ask and answer questions to seek help, get information, or clarify something that is not understood. |
| 1.ODC-OC.3 | Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood. |
| 2.ODC-OC.3 | Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue. |
| 3.ODC-OC.3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| 4.ODC-OC.3 | Identify the reasons and evidence a speaker provides to support particular points being made. |
| 5.ODC-OC.3 | Summarize the major points a speaker makes and explain how each is supported by reasons and evidence. |
| 6.ODC-OC.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 7.ODC-OC.3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| 8.ODC-OC.3 | Analyze a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. |

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| 9/10.ODC-OC.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| 11/12.ODC-OC.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| **Sub-strand: Oral Communications (OC.4)** | |
| K.ODC-OC.4 | Describe familiar people, places, things, and events with support. |
| 1.ODC-OC.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| 2.ODC-OC.4 | Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences. |
| 3.ODC-OC.4 | Report orally 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.ODC-OC.4 | Report orally 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, speaking clearly at an understandable pace. |
| 5.ODC-OC.4 | Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace. |
| 6.ODC-OC.4 | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| 7.ODC-OC.4 | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| 8.ODC-OC.4 | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| 9/10.ODC-OC.4 | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, |

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| | sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task. |
| 11/12.ODC-OC.4 | Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

| Sub-strand: Digital Communications (DC.5) *(digital communications begin in grade 3.)* | |
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| 3.ODC-DC.5 | With support, evaluate whether a digital source is factual or not by considering its use of evidence. |
| 4.ODC-DC.5 | Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point-of-view is represented or missing. |
| 5.ODC-DC.5 | Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv). |
| 6.ODC-DC.5 | Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented. |
| 7.ODC-DC.5 | Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices. |
| 8.ODC-DC.5 | Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. |
| 9/10.ODC-DC.5 | Manage personal data to maintain digital privacy and security and be conscious and aware of data-collection technology used to track and exploit navigation online. |
| 11/12.ODC-DC.5 | Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing the consequences of a poor decision. |
| Sub-strand: Digital Communications (DC.6) | |
| 3.ODC-DC.6 | Use information gained digitally to determine where, when, why, and how key events occur |
| 4.ODC-DC.6 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages. |
| 5.ODC-DC.6 | Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently. |
| 6.ODC-DC.6 | Follow safety practices and ethical guidelines when gathering, sharing, and using information. |
| 7.ODC-DC.6 | Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. |

| 8.ODC-DC.6 | Consider the evidence websites or blog posts use to support their position (e.g., *Are they transparent about their sources? Do they link to peer-reviewed articles?*). |
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| 9/10.ODC-DC.6 | Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source. |
| 11/12.ODC-DC.6 | Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| **Sub-strand: Digital Communications (DC.7)** *(begins at grade 5)* | |
| 5.ODC-DC.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally. |
| 6.ODC-DC.7 | Compare and contrast a written story to a digital version, contrasting what is "seen" and "heard" when reading the text with what is perceived when listened to or watched. |
| 7.ODC-DC.7 | Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject. |
| 8.ODC-DC.7 | Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea. |
| 9/10.ODC-DC.7 | Analyze various accounts of a subject told in different media (e.g., a person's life story in print or digitally), determining which details are emphasized in each account. |
| 11/12.ODC-DC.7 | Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| **Sub-strand: Digital Communications (DC.7)** *(begins at grade 6)* | |
| 6.ODC-DC.8 | Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information. |
| 7.ODC-DC.8 | Include digital components in presentations to clarify claims and findings and emphasize salient points. |
| 8.ODC-DC.8 | Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest. |
| 9/10.ODC-DC.8 | Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 11/12.ODC-DC.8 | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

# STRAND: GRAMMAR AND CONVENTIONS (GC)

| Sub-Strand: Grammar and Usage (GU.1) | |
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| K.GC-GU.1<br><br>1.GC-GU.1<br><br>2.GC-GU.1<br><br>3.GC-GU.1<br><br>4.GC-GU.1<br><br>5.GC-GU.1<br><br>6.GC-GU.1<br><br>7.GC-GU.1<br><br>8.GC-GU.1<br><br>9/10.GC-GU.1<br><br>11/12.GC-GU.1 | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

| Sub-strand: Mechanics (M.2) | |
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| K.GC-M.2 | Recognize and name end punctuation. |
| 1.GC-M.2<br>2.GC-M.2<br>3.GC-M.2<br>4.GC-M.2<br>5.GC-M.2<br>6.GC-M.2<br>7.GC-M.2<br>8.GC-M.2<br>9/10.GC-M.2<br>11/12.GC-M.2 | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |

| Sub-strand: Mechanics (M.3) | |
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| K.GC-M.3 | Spell words phonetically, drawing on knowledge of sound-letter relationships |
| 1.GC-M.3<br>2.GC-M.3<br>3.GC-M.3 | Use knowledge of spelling in writing. |
| 4.GC-M.3 | Spell grade level words correctly, including commonly confused words (e.g., there/their/they're). |
| 5.GC-M.3 | Spell grade-level words correctly, including commonly confused words (e.g., *its/it's, affect/effect*). |

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| 6.GC-M.3<br>7.GC-M.3<br>8.GC-M.3 | Spell derivatives correctly by applying knowledge of bases and affixes. |
| 9/10.GC-M.3<br>11/12.GC-M.3 | Spell correctly, consulting reference materials to check as needed. |