

St. Joseph School District English Language Arts		
Reading (R)		
3	4	5
R.1.A Develop and demonstrate reading skills in response to text.	R.1.A Develop and demonstrate reading skills in response to text.	R.1.A Develop and demonstrate reading skills in response to text.
<p>a. explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p> <ul style="list-style-type: none">Explain how the illustrations contribute to the words in a story/text. <p>b. draw conclusions and support with textual evidence</p> <ul style="list-style-type: none">Draw conclusions and support the conclusions with textual evidence. <p>c. summarizing a story’s beginning, middle, and end and determining their central message, lesson or moral</p> <ul style="list-style-type: none">Summarize a story’s/text’s beginning, middle, and end.Determine a story’s/text’s central message, lesson, or moral. <p>d. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <ul style="list-style-type: none">Monitor comprehension of text.Make corrections when understanding of text breaks down.Make adjustments when understanding of text breaks down. <p><i>Continue to address earlier standards as needed and as applies to more difficult texts.</i></p>	<p>a. drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none">Draw conclusions by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.Infer by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text. <p>b. drawing conclusions by providing textual evidence of what the text says explicitly</p> <ul style="list-style-type: none">Draw conclusions about what the text says explicitly.Provide evidence of what the text says explicitly. <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <ul style="list-style-type: none">Monitor comprehension of text. The student will make corrections when understanding of text breaks down.Make adjustments when understanding of text breaks down. <p><i>Continue to address earlier standards as needed and as applies to more difficult texts.</i></p>	<p>a. drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none">Draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.Infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none">Draw conclusions based on inferences and what the text says explicitly.Provide textual evidence to draw conclusions based on what the text says explicitly. <p>c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <ul style="list-style-type: none">Monitor comprehension of text. The student will make corrections when understanding of text breaks down.Make adjustments when understanding of text breaks down.
R.1.B Develop an understanding of vocabulary.	R.1.B Develop an understanding of vocabulary.	R.1.B Develop an understanding of vocabulary.
<p>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p> <ul style="list-style-type: none">Decode common prefixes and suffixes in text.Identify the meaning of common prefixes and suffixes in text.Know (explain) how prefixes and suffixes change the meaning of root words in text. <p>b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words</p> <ul style="list-style-type: none">Use sentence-level context to determine meaning of unfamiliar words in text.Use sentence-level context to distinguish among multiple-meaning words in text.	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes</p> <ul style="list-style-type: none">Determine the meaning of academic root words through context.Determine the meaning of prefixes through context.Determine the meaning of suffixes through context. <p>b. using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words</p> <ul style="list-style-type: none">Use the context of the sentence to determine the meaning of:<ul style="list-style-type: none">unfamiliar words.	<p>a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <ul style="list-style-type: none">Determine the meaning of academic root words through context.Determine the meaning of prefixes through context.Determine the meaning of suffixes through context. <p>b. using context to determine meaning of unfamiliar or multiple-meaning words</p> <ul style="list-style-type: none">Use context to determine the meaning of unfamiliar words.Use context to determine the meaning of multiple-meaning words. <p>c. constructing analogies</p> <ul style="list-style-type: none">Construct analogies to develop an understanding of vocabulary in text.

<p>c. using homographs, and homophones</p> <ul style="list-style-type: none">Use homographs to develop understanding of vocabulary.Use homophones to develop understanding of vocabulary. <p>d. distinguishing the literal and nonliteral meanings of words and phrases in context</p> <ul style="list-style-type: none">Distinguish the literal and non-literal meanings of words in context.Distinguish the literal and non-literal meanings of phrases in context. <p>e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <ul style="list-style-type: none">Determine the meaning of a new word formed when an affix (prefix/suffix) is added to a base word in text. <p>f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</p> <ul style="list-style-type: none">Use a dictionary or glossary to determine the meaning of unknown words in text.Use a dictionary or glossary to determine syllabication of unknown words in text.Use a dictionary or glossary to determine the pronunciation of unknown words in text. <p>g. discussing analogies</p> <ul style="list-style-type: none">The student will discuss analogies to develop understanding of vocabulary in text. <p>h. determining the meaning of the author’s use of similes and metaphors to produce imagery</p> <ul style="list-style-type: none">Determine the meaning of the author’s use of similes in text to produce imagery.Determine the meaning of the author’s use of metaphors in text to produce imagery. <p>i. using conversational, general academic, and domain-specific words and phrases</p> <ul style="list-style-type: none">Use conversational words and phrases to develop reading skills.Use general academic words and phrases to develop reading skills.Use domain-specific words and phrases to develop reading skills.	<p>○ multiple-meaning words.</p> <p>c. completing analogies</p> <ul style="list-style-type: none">Complete analogies to develop an understanding of vocabulary in the text. <p>d. identifying the meaning of common idioms and figurative language</p> <ul style="list-style-type: none">Identify the meaning of common idioms in a text.Identify the meaning of figurative language in the text. <p>e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words</p> <ul style="list-style-type: none">Use a dictionary or glossary to determine the meanings of unknown words in the text.Use a dictionary or glossary to determine the syllabication of unknown words in the text.Use a dictionary or glossary to determine the pronunciation of unknown words in the text. <p>f. using conversational, general academic, and domain-specific words and phrases</p> <ul style="list-style-type: none">Use conversational words and phrases to develop a reading vocabulary.Use general academic words and phrases to develop a reading vocabulary.Use domain-specific words and phrases to develop a reading vocabulary	<p>d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text</p> <ul style="list-style-type: none">Explain the meaning of common:<ul style="list-style-type: none">idioms in text.adages in text.similes in text.metaphors in text.hyperboles in text. <p>e. identifying and using words and phrases that signal contrast, addition, and relationships</p> <ul style="list-style-type: none">Identify words and phrases that signal contrast, addition, and relationships in text.Use words and phrases that signal contrast, addition, and relationships in text. <p>f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</p> <ul style="list-style-type: none">Use a dictionary to determine pronunciations, parts of speech, and meanings while reading text.Use a glossary to determine pronunciations, parts of speech, and meanings while reading text.Use a thesaurus to determine alternate word choices while reading text. <p>g. using conversational, general academic, and domain specific words and phrases</p> <ul style="list-style-type: none">Use conversational, general academic and domain-specific words and phrases while reading text.
R.1.C Explain relevant connections.	R.1.C Explain relevant connections.	R.1.C Compare, contrast, and analyze relevant connections.
<p>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <ul style="list-style-type: none">Compare relevant text-to-text connections among various works of fiction and nonfiction.Contrast relevant text-to-text connections among various works of fiction and nonfiction. <p>b. text to world (text ideas regarding experiences in the world)</p> <ul style="list-style-type: none">Make text-to-world connections, explaining relevant ideas regarding experiences in the world. <p><i>As students mature and grow as readers, the text level and connections should</i></p>	<p>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <ul style="list-style-type: none">Explain relevant text-to-text connections in various fiction works by:<ul style="list-style-type: none">comparing ideas and information.contrasting ideas and information.Explain relevant text-to-text connections in various nonfiction works by:<ul style="list-style-type: none">comparing ideas and information.contrasting ideas and information. <p>b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p>	<p>a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <ul style="list-style-type: none">Compare relevant text-to-text connections among various works of fiction and nonfiction.Contrast relevant text-to-text connections. among various works of fiction and nonfiction.Analyze relevant text-to-text connections among various works of fiction and nonfiction. <p>b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p> <ul style="list-style-type: none">Compare relevant text-to-world connections in literature reflecting a cultural and historical time frame.Contrast relevant text-to-world connections in literature reflecting a cultural and historical

<i>becomre more complex.</i>	<ul style="list-style-type: none">Explain relevant text-to-world connections.Demonstrate awareness that literature reflects a cultural and historical time frame	<div>time frame.</div> <ul style="list-style-type: none">Analyze relevant text-to-world connections in literature reflecting a cultural and historical time frame.
R.1.D Read independently for multiple purposes over sustained periods of time.	R.1.D Read independently for multiple purposes over sustained periods of time.	R.1.D Read independently for multiple purposes over sustained periods of time.
<div>a. reading text that is developmentally appropriate<ul style="list-style-type: none">Independently read developmentally appropriate text for multiple purposes over a sustained period of time.</div> <div>b. producing evidence of reading<ul style="list-style-type: none">Produce evidence of reading independently for multiple purposes over sustained periods.</div>	<div>a. reading text that is developmentally appropriate<ul style="list-style-type: none">Independently read developmentally appropriate text for multiple purposes over a sustained period of time.</div> <div>b. producing evidence of reading<ul style="list-style-type: none">Produce evidence of reading independently for multiple purposes over sustained periods.</div>	<div>a. reading text that is developmentally appropriate<ul style="list-style-type: none">Independently read developmentally appropriate text for multiple purposes over a sustained period of time.</div> <div>b. producing evidence of reading<ul style="list-style-type: none">Produce evidence of reading independently for multiple purposes over sustained periods.</div>
R.2.A In fiction, read, infer, analyze, and draw conclusions.	R.2.A In fiction, read, infer, analyze, and draw conclusions.	R.2.A In fiction, read, infer, analyze, and draw conclusions.
<div>a. summarize and sequence the events/plot and explain how past events impact future events<ul style="list-style-type: none">Summarize text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Sequence the events/plot in text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Explain how past events impact future events by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</div> <div>b. describe the personality traits of characters from the thoughts, words, and actions<ul style="list-style-type: none">Describe the personality traits of characters from their thoughts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Describe the personality traits of characters from their words by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Describe the personality traits of characters from their actions by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</div> <div>c. describe the interaction of characters, including relationships and how they change<ul style="list-style-type: none">Describe the interaction of characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Describe the interaction of characters' relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Describe how the relationship of characters' changes by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</div> <div>d. paraphrase the big idea/themes and supporting details of texts<ul style="list-style-type: none">Paraphrase (identify) the themes of texts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Paraphrase (identify) the themes with supporting details by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</div>	<div>a. summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme<ul style="list-style-type: none">Summarize the events/plot by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Sequence the events/plot by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Explain how past events impact future events by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Identify the theme by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</div> <div>b. describe the personality traits of characters from the thoughts, words, and actions<ul style="list-style-type: none">Describe the personality traits of characters from their thoughts by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Describe the personality traits of characters from their words by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Describe the personality traits of characters from their actions by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</div> <div>c. describe the interaction of characters, including relationships and how they change<ul style="list-style-type: none">Describe the interaction of characters by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Describe the interaction of characters' relationships by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Describe how the relationships of characters' change by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</div> <div>d. compare and contrast the adventures or exploits of characters and their roles<ul style="list-style-type: none">Compare the adventures or exploits of characters and their roles by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Contrast the adventures or exploits of characters and their roles by inferring, analyzing, and</div>	<div>a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts<ul style="list-style-type: none">Compare and contrast the roles and functions of characters in various plots by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.Compare and contrast the roles and functions of characters in their relationships by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.Compare and contrast the roles and functions of characters in their conflicts by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</div> <div>b. explain the theme or moral lesson, conflict and resolution in a story or novel<ul style="list-style-type: none">Explain the theme or moral lesson in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing. Explain the conflict in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing.Explain the resolution in a story of novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</div> <div>c. describe how a narrator's or speaker's point of view influences events<ul style="list-style-type: none">Describe a narrator or speaker's point of view (perspective) by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.Describe how a narrator or speaker's point of view (perspective) influences events by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</div> <div>d. recognize foreshadowing<ul style="list-style-type: none">Recognize foreshadowing by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</div>

<p>e. compare and contrast key elements in various types of fiction</p> <ul style="list-style-type: none">Compare key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing.Contrast key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing. <p>f. explain cause and effect relationships</p> <ul style="list-style-type: none">Explain cause-and-effect relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. <p>g. distinguish their own point of view from that of the narrator or those of the characters</p> <ul style="list-style-type: none">Distinguish (compare and/or contrast) his or her own point of view (perspective) from that of the narrator by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.Distinguish (compare and/or contrast) his or her own point of view (perspective) from those of the characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.	<p>drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>e. compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person</p> <ul style="list-style-type: none">Compare the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Contrast the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.Explain whether the narrator or speaker of a story is the first or third person by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.	<p>e. explain the effect of a historical event or movement in literature</p> <ul style="list-style-type: none">Explain the effect of a historical event in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.Explain the effect of a historical movement in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times. <p>f. introduce origin myths, and culturally significant character/ events in mythology</p> <ul style="list-style-type: none">Introduced to origin myths and culturally significant characters/events in mythology while reading fiction, poetry, and drama from a variety of cultures and times. <p>g. introduce different forms of third person points of view in stories</p> <ul style="list-style-type: none">Introduced to different forms of third-person points of view in stories while reading text from a variety of cultures and times.
R.2.B In poetry, read, infer, and draw conclusions.	R.2.B In poetry, read, infer, and draw conclusions.	R.2.B In poetry, read, infer, and draw conclusions.
<p>a. use examples of alliteration</p> <ul style="list-style-type: none">Identify examples of alliteration in poetry from a variety of cultures and times. <p>b. identify basic forms of poetry</p> <ul style="list-style-type: none">Identify basic forms of poetry from a variety of cultures and times.	<p>a. explain structural elements of poetry</p> <ul style="list-style-type: none">Explain the structural elements of poetry from a variety of cultures and times by inferring and drawing conclusions.	<p>a. explain how poets use sound and visual elements in poetry</p> <ul style="list-style-type: none">Explain how poets use sound elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times.Explain how poets use visual elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times. <p>b. identify forms of poems</p> <ul style="list-style-type: none">Identify forms of poetry from a variety of cultures and times.
R.2.C In drama, read, infer, and draw conclusions.	R.2.C In drama, read, infer, and draw conclusions.	R.2.C In drama, read, infer, and draw conclusions.
<p>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</p> <ul style="list-style-type: none">Infer and draw conclusions from a variety of cultures and times through dialogue in scripts to explain:<ul style="list-style-type: none">the elements of plot in drama.the setting in drama.the characters in drama. <p>b. identify language that creates a graphic visual experience and appeals to the senses</p> <ul style="list-style-type: none">Infer and draw conclusions from a variety of cultures and times to identify:<ul style="list-style-type: none">language that creates a graphic visual experience in drama.language that appeals to the senses in drama.	<p>a. analyze how characters change from the beginning to the end of a play or film</p> <ul style="list-style-type: none">Analyze how characters change from the beginning to the end of a play or film from a variety of cultures and times by inferring and drawing conclusions. <p>b. explain structural elements of dramatic literature</p> <ul style="list-style-type: none">Explain the structural elements of dramatic literature from a variety of cultures and times.	<p>a. analyze the similarities between an original text and its dramatic adaptation</p> <ul style="list-style-type: none">Analyze the similarities between an original text from a variety of cultures and times and its dramatic adaptation by inferring and drawing conclusions. <p>b. identify structural elements of dramatic literature</p> <ul style="list-style-type: none">Explain structural elements of dramatic literature while reading text from a variety of cultures and times. <p>c. evaluate the critical impact of sensory details, imagery, and figurative language</p> <ul style="list-style-type: none">Infer and draw conclusions while reading drama from a variety of cultures and times to:<ul style="list-style-type: none">evaluate the critical impact of sensory details.evaluate the critical impact of imagery.evaluate the critical impact of figurative language.

R.3.A Use text features to read, infer, and draw conclusions.	R.3.A Use text features to read, infer, and draw conclusions.	R.3.A Use text features to read, infer, and draw conclusions.
<p>a. explain the author’s purpose</p> <ul style="list-style-type: none">Infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times. <p>b. identify the details or facts that support the main idea</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">identify the main idea.identify the details or facts that support the main idea. <p>c. use text and graphic features to locate information and to make and verify predictions</p> <ul style="list-style-type: none">Use text features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.Use graphic features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.Use text and graphic features to make predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times.Use text and graphic features to verify predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times. <p>d. follow and explain a set of written multi-step directions</p> <ul style="list-style-type: none">Infer and draw conclusions to follow a set of written multi-step directions in nonfiction from a variety of cultures and times.Infer and draw conclusions to explain a set of written multi-step directions in nonfiction from a variety of cultures and times. <p>e. describe the relationship between events, ideas, concepts or steps</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to describe the:<ul style="list-style-type: none">relationship between events.relationship between ideas.relationship between concepts.relationship between steps.	<p>a. use multiple text features to locate information and gain an overview of the contents of text</p> <ul style="list-style-type: none">Use multiple text features to locate information from a variety of cultures and times by inferring and drawing conclusions.Use multiple text features to gain an overview of the contents of texts from a variety of cultures and times by inferring and drawing conclusions. <p>b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">describe the sequence of events.describe the Ideas.describe the concepts.describe the steps needed to carry out a procedure. <p>c. interpret and explain factual information presented graphically</p> <ul style="list-style-type: none">Interpret factual information presented graphically in nonfiction from a variety of cultures and times by inferring and drawing conclusions.Explain factual information presented graphically in nonfiction from a variety of cultures and times by inferring and drawing conclusions.	<p>a. use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <ul style="list-style-type: none">Use multiple text features to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.Use multiple text features to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.Use multiple graphics to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.Use multiple graphics to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. <p>b. interpret details from procedural text to complete a task, solve a problem, or perform an action</p> <ul style="list-style-type: none">Infer and draw conclusions to:<ul style="list-style-type: none">interpret details from procedural text to complete a task.interpret details from procedural text to solve a problem.interpret details from procedural text to perform an action. <p>c. interpret factual or quantitative information</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">interpret factual information.interpret quantitative information.
R.3.B Use literary techniques to read, infer, and draw conclusions.	R.3.B Use literary techniques to read, infer, and draw conclusions.	R.3.B Use literary techniques to read, infer, and draw conclusions.
<p>a. distinguish the difference between a biography and an autobiography</p> <ul style="list-style-type: none">Identify biographies from a variety of cultures and times by inferring and drawing conclusions.Identify autobiographies from a variety of cultures and times by inferring and drawing conclusions.Infer and draw conclusions to distinguish (compare and/or contrast) the difference between a biography and an autobiography. <p>b. distinguish fact from opinion</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to:	<p>a. explain similarities and differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography</p> <ul style="list-style-type: none">Explain similarities between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author’s biography or autobiography in texts from a variety of cultures and times.Explain differences between the events and characters’ experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography in texts from a variety of cultures and times.	<p>a. evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <ul style="list-style-type: none">Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">evaluate if the author's purpose was achieved by identifying reasons for the decision.evaluate if the author's purpose was achieved and provide evidence to support the claim. <p>b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>

<ul style="list-style-type: none">○ identify facts.○ identify opinions.○ distinguish fact from opinion. <p>c. distinguish point of view from what the author is trying to persuade the reader to think or do</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction from a variety of cultures and times to distinguish point of view (perspective) from what the author is trying to:<ul style="list-style-type: none">○ persuade the reader to think.○ persuade the reader to do. <p>d. explain examples of sound devices, literal and nonliteral meanings, and figurative language</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">○ explain examples of sounds devices (alliteration, rhyme scheme, rhythm).○ explain examples of literal and nonliteral meanings (literal meaning: the text states exactly, nonliteral meaning: different meaning from normal -read between the lines).○ explain examples of figurative language in nonfiction from a variety of cultures and times. (simile, metaphor, idiom, hyperbole).	<p>b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author’s purpose; and support the analysis</p> <ul style="list-style-type: none">● Analyze persuasive texts from a variety of cultures and times.● Make inferences about persuasive texts from a variety of cultures and times.● Draw conclusions about persuasive texts from a variety of cultures and times.● Use evidence from texts from a variety of cultures and times to explain the author's purpose.● Support his or her analysis of the text. <p>c. explain how an author uses language to present information to influence what the reader thinks or does</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction from a variety of cultures and times to explain how an author uses language to:<ul style="list-style-type: none">○ present information.○ influence what the reader thinks.○ influence what the reader does.	<ul style="list-style-type: none">● Analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.● Note important similarities and differences in the point of view (perspective) represented in multiple accounts of an event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. <p>c. verify facts through established methods</p> <ul style="list-style-type: none">● Verify facts in nonfiction text from a variety of cultures and times. <p>d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction from a variety of cultures and times to identify:<ul style="list-style-type: none">○ the author's viewpoint or position in a persuasive argument.○ supporting premises and evidence for a persuasive argument.○ the conclusion of a persuasive argument. <p>e. recognize exaggerated, contradictory, or misleading statements</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction from a variety of cultures and times to recognize:<ul style="list-style-type: none">○ exaggerated statements.○ contradictory statements.○ misleading statements. <p>f. explain the type of evidence used to support a claim in a persuasive text</p> <ul style="list-style-type: none">● Explain the type of evidence used to support a claim in persuasive text by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. <p>g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning</p> <ul style="list-style-type: none">● Determine the logic of an author's conclusion by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.● Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.
R.3.C Use text structures to read, infer, and draw conclusions.	R.3.C Use text structures to read, infer, and draw conclusions.	R.3.C Use text structures to read, infer, and draw conclusions.
<p>a. describe relationships among events, ideas, concepts, and cause and effect in texts</p> <ul style="list-style-type: none">● Infer and draw conclusions to describe:<ul style="list-style-type: none">○ relationships among events in nonfiction from a variety of cultures and times.○ relationships among ideas in nonfiction from a variety of cultures and times.○ relationships among concepts in nonfiction from a variety of cultures and times.○ cause-and-effect relationships in nonfiction from a variety of cultures and times. <p>b. explain the relationship between problems and solutions</p> <ul style="list-style-type: none">● Infer and draw conclusions to explain the relationship between problems and solutions in nonfiction from a variety of cultures and times.	<p>a. distinguish fact from opinion in a text and explain how to verify what is a fact</p> <ul style="list-style-type: none">● Distinguish fact from opinion in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions.● Explain how to verify a fact in nonfiction texts from a variety of cultures and times <p>b. explain explicit and implicit relationships among ideas in texts</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction texts from a variety of cultures and times to:<ul style="list-style-type: none">○ explain explicit relationships among ideas.○ explain implicit relationships among ideas. <p>c. explain author's purpose</p>	<p>a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</p> <ul style="list-style-type: none">● Infer and draw conclusions in nonfiction texts from a variety of cultures and times to:<ul style="list-style-type: none">○ identify devices used in biographies, including how an author presents major events in a person's life.○ identify devices used in autobiographies, including how an author presents major events in his/her life. <p>b. explain the difference between a stated and implied purpose for an expository text</p> <ul style="list-style-type: none">● Explain the difference between a stated and implied purpose for an expository text by inferring and drawing conclusions in text from a variety of cultures and times.

<p>c. use information gained from illustrations and words to demonstrate understanding of the text</p> <ul style="list-style-type: none">• Use (describe) information gained from illustrations to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times.• Use (describe) information gained from words to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times. <p>d. explain the author’s purpose</p> <ul style="list-style-type: none">• Infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times. <p>e. compare and contrast the most important points and key details presented in texts on the same topic</p> <ul style="list-style-type: none">• Infer and draw conclusions in nonfiction from a variety of cultures and times to:<ul style="list-style-type: none">○ compare the most important points and key details presented in multiple texts on the same topic.○ contrast the most important points and key details presented in multiple texts on the same topic.	<ul style="list-style-type: none">• Explain the author’s purpose in nonfiction texts from a variety of cultures and times by inferring and drawing conclusions. <p>d. compare and contrast a firsthand and secondhand account of the same event or topic</p> <ul style="list-style-type: none">• Infer and draw conclusions in nonfiction texts from a variety of cultures and times to:<ul style="list-style-type: none">○ compare a firsthand account of the same event or topic.○ contrast a firsthand account of the same event or topic.○ compare a secondhand account of the same event or topic.○ contrast a secondhand account of the same event or topic.	<p>c. analyze how the pattern of organization of a text influences the relationships</p> <ul style="list-style-type: none">• Analyze how the pattern of organization of a text influences the relationships by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. <p>d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p> <ul style="list-style-type: none">• Analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.• Note similarities and differences in the point of view (perspective) represented in multiple accounts of an event/topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times. <p>e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <ul style="list-style-type: none">• Infer and draw conclusions in nonfiction texts from a variety of cultures and times to integrate information from several texts on the same topic to:<ul style="list-style-type: none">○ write about the subject knowledgeably.○ speak about the subject knowledgeably.
R.4.A Read to develop an understanding of media and its components.	R.4.A Read to develop an understanding of media and its components.	R.4.A Read to develop an understanding of media and its components.
<p>a. understanding how communication changes when moving from one genre of media to another</p> <ul style="list-style-type: none">• Comprehend and analyze words, images, graphics, and sounds in print and digital forms of media to understand how communication changes when moving from one genre of media to another. <p>b. explaining how various design techniques used in media influence the message</p> <ul style="list-style-type: none">• Comprehend and analyze images and graphics in print and digital forms of media to explain how various design techniques used in media influence the message. <p>c. comparing various written conventions used for digital media</p> <ul style="list-style-type: none">• Compare various written conventions used for digital media to impact meaning by understanding media and its components. <p>d. identifying text structures and graphics features of a web page</p> <ul style="list-style-type: none">• Identify text structures of a web page.• Identify graphic features of a web page.	<p>a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior</p> <ul style="list-style-type: none">• Explain the positive impacts of advertisement techniques used to impact consumer behavior in various genres of print and digital media.• Explain the negative impacts of advertisement techniques used to impact consumer behavior in various genres of print and digital media. <p>b. explaining how various design techniques used in media influence the message</p> <ul style="list-style-type: none">• Explain how various design techniques used in print and digital media influence the message. <p>c. comparing various written conventions used for digital media</p> <ul style="list-style-type: none">• Compare various written conventions used for digital media. <p>d. explaining text structures and graphics features of a web page and how they help readers to comprehend text</p> <ul style="list-style-type: none">• Explain the text structures of a web page.• Explain the graphic features of a web page.• Explain how the text structures of a webpage help readers comprehend text.• Explain how the graphic features of a webpage help readers comprehend text.	<p>a. explaining how messages conveyed in various forms of media are presented differently</p> <ul style="list-style-type: none">• Explain how messages conveyed in various forms of print and digital media are presented differently through words, images, graphics, and sounds. <p>b. comparing and contrasting the difference in techniques used in media</p> <ul style="list-style-type: none">• Compare the difference in techniques used in print and digital media.• Contrast the difference in techniques used in print and digital media. <p>c. identifying the point of view of media presentations</p> <ul style="list-style-type: none">• Identify the point of view (perspective) of media presentations. <p>d. analyzing various digital media venues for levels of formality and informality</p> <ul style="list-style-type: none">• Analyze various digital media venues for levels of:<ul style="list-style-type: none">○ formality in words, images, graphics, and sounds.○ informality in words, images, graphics, and sounds. <p>e. explaining textual and graphics features of a web page and how they help readers to comprehend text</p> <ul style="list-style-type: none">• Explain textual features of a web page.• Explain how textual features of a web page help readers to comprehend text.• Explain graphic features of a web page.• Explain how graphic features of a web page help readers to comprehend text.

Saint Joseph School District English Language Arts		
Writing (W)		
3	4	5
W.1.A Follow a writing process to plan a first draft.	W.1.A Follow a writing process to plan a first draft.	W.1.A Follow a writing process to plan a first draft.
<p>a. using a simple prewriting strategy when given the purpose and the intended audience</p> <ul style="list-style-type: none">Use a simple prewriting strategy when given the purpose and the intended audience to plan a first draft for a text.	<p>a. selecting a genre appropriate for conveying the purpose to an intended audience</p> <ul style="list-style-type: none">Plan the first draft of a text by selecting a genre appropriate for conveying the purpose to an intended audience. <p>b. formulating questions related to the topic</p> <ul style="list-style-type: none">Plan the first draft of a text by formulating questions related to the topic as appropriate for audience and purpose. <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <ul style="list-style-type: none">Access prior knowledge related to a topic in order to plan a first draft of a text appropriate for audience and purpose.Build background knowledge related to a topic in order to plan a first draft of a text appropriate for audience and purpose. <p>d. using a pre-writing strategy</p> <ul style="list-style-type: none">Use a prewriting strategy to plan a first draft of a text appropriate for audience and purpose.	<p>a. selecting a genre appropriate for conveying the purpose to an intended audience</p> <ul style="list-style-type: none">Plan a first draft to develop a text by selecting an appropriate genre for conveying the purpose to an intended audience. <p>b. formulating questions related to the topic</p> <ul style="list-style-type: none">Plan a first draft to develop a text appropriate for audience and purpose by formulating questions related to the topic. <p>c. accessing prior knowledge or building background knowledge related to the topic</p> <ul style="list-style-type: none">Access prior knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose.Build background knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose. <p>d. using a prewriting strategy</p> <ul style="list-style-type: none">Use a prewriting strategy to plan a first draft to develop a text appropriate for audience and purpose.
W.1.B Appropriate to genre type, develop a draft from prewriting.	W.1.B Appropriate to genre type, develop a draft from prewriting.	W.1.B Appropriate to genre type, develop a draft from prewriting.
<p>a. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory</p> <ul style="list-style-type: none">Develop a draft from prewriting by:<ul style="list-style-type: none">generating a main idea to support a multiple-paragraph text.using a variety of sentence types, including imperative and exclamatory. <p>b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p> <ul style="list-style-type: none">Develop a draft from prewriting by supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). <p>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p> <ul style="list-style-type: none">Develop a draft from prewriting by:<ul style="list-style-type: none">categorizing the supporting details into a text with a clear beginning, middle, and	<p>a. generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound</p> <ul style="list-style-type: none">Generate a main idea to support a multiple-paragraph text appropriate for audience and purpose.Use a variety of sentence types, including compound, in a text. <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <ul style="list-style-type: none">Establish the main idea with an overall topic sentence (at, or near, the beginning of the first paragraph) when developing a draft of a text appropriate for audience and purpose.Support the main idea when developing a draft of a text appropriate for audience and purpose. <p>c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding</p>	<p>a. choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre</p> <ul style="list-style-type: none">Choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose.Develop a draft by building on one main idea in order to create a multiple paragraph text appropriate for audience and purpose. <p>b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p> <ul style="list-style-type: none">Establish a main idea with an overall topic sentence (at, or near, the beginning of the first paragraph) when developing a draft of a text appropriate for audience and purpose.Support the main idea when developing a draft of a text appropriate for audience and purpose. <p>c. categorizing, organizing, and sequencing facts, details, and/or events (from</p>

<div><div><div>end.</div><div><div>○ organizing the supporting details into a text with a clear beginning, middle, and end.</div><div>○ sequencing the supporting details into a text with a clear beginning, middle, and end.</div></div></div><div>d. addressing an appropriate audience<ul style="list-style-type: none">Address an appropriate audience when developing a draft from prewriting.</div></div>	<div><div>paragraphs<ul style="list-style-type: none">Categorize facts, details, and/or events into a text appropriate for audience and purpose.By categorizing, organizing, and sequencing facts, details, and/or events in a text appropriate for audience and purpose, develop:<ul style="list-style-type: none">a clear introductory paragraph.a clear supporting paragraph(s).a clear concluding paragraph.</div><div>d. addressing an appropriate audience<ul style="list-style-type: none">Address an appropriate audience when developing a draft of a text.</div></div>	<div><div><div>sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure<ul style="list-style-type: none">By categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose by developing:<ul style="list-style-type: none">a clear introductory paragraph.clear supporting paragraphs.a clear concluding paragraph.Include facts, details, and/or events from sources when appropriate for a text appropriate for audience and purpose.Apply an organizational structure when developing a draft for a text appropriate for audience and purpose.</div><div>d. restating the overall main idea in the concluding statement<ul style="list-style-type: none">Restate the overall main idea in the concluding statement for a text appropriate for audience and purpose.</div><div>e. addressing an appropriate audience, organization, and purpose<ul style="list-style-type: none">Address an appropriate audience when developing a draft for a text.Address an appropriate organization when developing a draft for a text.Address an appropriate purpose when developing a draft for a text.</div></div></div>
W.1.C Reread, revise, and edit drafts with assistance from adults/peers.	W.1.C Reread, revise, and edit drafts with assistance from adults/peers	W.1.C Reread, revise, and edit drafts with assistance from adults/peers
<div><div>a. develop and strengthen writing by revising:<ul style="list-style-type: none">main ideasequence (ideas)focusbeginning/middle /enddetails/facts (from sources, when appropriate)word choice (related to the topic)sentence structuretransitionsaudience and purposevoice<ul style="list-style-type: none">Strengthen writing as needed by revising with assistance from adults/peers.</div><div>b. edit for language conventions<ul style="list-style-type: none">Edit for language conventions (spelling, punctuation, sentence structure, and grammar) in drafts.</div></div>	<div><div>a. develop and strengthen writing by revising:<ul style="list-style-type: none">main ideasequence (ideas)focusbeginning/middle /enddetails/facts (from multiple sources, when appropriate)word choice (related to the topic)sentence structuretransitionsaudience and purposevoice<ul style="list-style-type: none">Strengthen writing as needed by revising with assistance.</div><div>b. edit for language conventions<ul style="list-style-type: none">Edit for language conventions in drafts of text.</div></div>	<div><div>a. develop and strengthen writing by revising:<ul style="list-style-type: none">main ideasequence (ideas)focusorganizational structuredetails/facts (from multiple sources, when appropriate)word choice (related to the topic)sentence structuretransitionsaudience and purposevoice<ul style="list-style-type: none">Strengthen writing as needed by revising with assistance.</div><div>b. edit for language conventions<ul style="list-style-type: none">Edit for language conventions in drafts for a text.</div></div>
W.1.D Produce, publish, and share writing with assistance from adults/peers.	W.1.D Produce, publish, and share writing with assistance from adults/peers.	W.1.D Produce, publish, and share writing with assistance from adults/peers.
<div>a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</div>	<div>a. use technology, including the Internet, to produce and publish writing<ul style="list-style-type: none">Use technology, including the Internet, to produce writing appropriate for audience and</div>	<div>a. use technology, including the Internet, to produce and publish writing<ul style="list-style-type: none">Use technology, including the Internet, to produce writing for a text appropriate for audience</div>

<ul style="list-style-type: none">• Use a variety of conventional tools and technology (including keyboarding skills) to produce writing appropriate for audience and purpose.• Use a variety of conventional tools and technology (including keyboarding skills) to publish writing appropriate for audience and purpose.• Use tools and technology to interact and collaborate with others when producing/publishing writing appropriate for audience and purpose.	<p>purpose.</p> <ul style="list-style-type: none">• Use technology, including the Internet, to publish writing appropriate for audience and purpose. <p>b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, idea</p> <ul style="list-style-type: none">• Demonstrate sufficient command of keyboarding skills.• Type a minimum of one page, ideally in a single sitting.	<p>and purpose.</p> <ul style="list-style-type: none">• Use technology, including the Internet, to publish writing for a text appropriate for audience and purpose. <p>b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting</p> <ul style="list-style-type: none">• Demonstrate sufficient command of keyboarding skills for a text appropriate for audience and purpose.• Type a minimum of two pages, ideally in a single sitting, for a text appropriate for audience and purpose.
W.2.A Write opinion texts.	W.2.A Write opinion texts.	W.2.A Write opinion texts.
<p>a. introduce a topic or text being studied, using connected sentences</p> <ul style="list-style-type: none">• Introduce a topic, using connected sentences in an opinion text appropriate for audience and purpose.• Introduce a text being studied, using connected sentences in an opinion text appropriate for audience and purpose. <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <ul style="list-style-type: none">• State an opinion or establish a position when composing a well-developed text appropriate for audience and purpose.• Provide reasons for the opinion/position when composing a well-developed text appropriate for audience and purpose. <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <ul style="list-style-type: none">• Use specific and accurate words related to the topic in an opinion text appropriate for audience and purpose.• Use specific and accurate words related to the audience in an opinion text appropriate for audience and purpose.• Use specific and accurate words related to the purpose in an opinion text appropriate for audience and purpose. <p>d. contain information using student’s original language, except when using direct quotation from a source</p> <ul style="list-style-type: none">• Write opinion texts that contain information using the student's original language appropriate for audience and purpose.• Write opinion texts using direct quotations from a source appropriate for audience and purpose. <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <ul style="list-style-type: none">• Reference the name of the author(s) or name of the source used for details or facts included in the text. <p>f. use transitions to connect opinion and reason</p>	<p>a. introduce a topic or text being studied using an introductory paragraph</p> <ul style="list-style-type: none">• Introduce a topic being studied, using an introductory paragraph in an opinion text appropriate for audience and purpose.• Introduce a text being studied, using an introductory paragraph in an opinion text appropriate for audience and purpose. <p>b. state an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details</p> <ul style="list-style-type: none">• State an opinion or position in a text appropriate for audience and purpose.• Provide reasons for the opinion or position supported by facts and details in a text appropriate for audience and purpose. <p>c. use specific and accurate words that are related to the topic, audience and purpose</p> <ul style="list-style-type: none">• Use specific and accurate words that are related to the topic in an opinion text.• Use specific and accurate words that are related to the audience in an opinion text.• Use specific and accurate words that are related to the purpose of an opinion text. <p>d. contain information using student’s original language, except when using direct quotation from a source</p> <ul style="list-style-type: none">• Write opinion texts that contain information using the student's original language.• Write opinion texts using direct quotations from a source. <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <ul style="list-style-type: none">• Reference the name of the author(s) or the name of the source used for details or facts included in the opinion text. <p>f. use transitions to connect opinion and reason</p> <ul style="list-style-type: none">• Transitions appropriate for audience and purpose to connect opinion and reason.	<p>a. introduce a topic or text being studied using an introductory paragraph that clearly supports the writer’s purpose</p> <ul style="list-style-type: none">• Introduce a topic, using an introductory paragraph that clearly supports the writer's purpose, in an opinion text appropriate for audience and purpose. <p>b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p> <ul style="list-style-type: none">• State an opinion or establish a position for a text appropriate for audience and purpose.• Provide relevant reasons for the opinion or position, supported by multiple facts and details, for a text appropriate for audience and purpose. <p>c. use specific and accurate words that are related to the topic, audience, and purpose</p> <ul style="list-style-type: none">• Use specific and accurate words that are related to the topic in an opinion text.• Use specific and accurate words that are related to the audience in an opinion text.• Use specific and accurate words that are related to the purpose in an opinion text. <p>d. contain information using student's original language, except when using direct quotation from a source</p> <ul style="list-style-type: none">• Use original language when writing opinion texts appropriate for audience and purpose.• Use direct quotes from a source in opinion writing for audience and purpose when his/her own language is not sufficient. <p>e. reference the name of the author(s) or name of the source used for details or facts included in the text</p> <ul style="list-style-type: none">• Reference the name(s) of the author(s) or name of the source used for details or facts included in the text appropriate for audience and purpose. <p>f. use transitions to connect opinion and reason</p> <ul style="list-style-type: none">• Use transitions to connect opinion and reason in a text appropriate for audience and purpose. <p>g. organize the supporting details/reasons into introductory, supporting, and</p>

<ul style="list-style-type: none">Use transitions appropriate for audience and purpose to connect opinion and reason in an opinion text. <p>g. provide clear evidence of a beginning, middle and a concluding statement or paragraph</p> <ul style="list-style-type: none">Provide evidence of a beginning paragraph appropriate for audience and purpose in an opinion text.Provide evidence of a middle paragraph appropriate for audience and purpose in an opinion text.Provide evidence of a concluding statement or paragraph appropriate for audience and purpose in an opinion text.		<p>concluding paragraphs</p> <ul style="list-style-type: none">Organize the supporting details/reasons into an introductory paragraph in opinion texts appropriate for audience and purpose.Organize the supporting details/reasons into supporting paragraphs in opinion texts appropriate for audience and purpose.Organize the supporting details/reasons into a concluding paragraph in opinion texts appropriate for audience and purpose.
W.2.B Write informative/explanatory texts.	W.2.B Write informative/explanatory texts.	W.2.B Write informative/explanatory texts.
<p>a. introduce a topic or text being studied</p> <ul style="list-style-type: none">Introduce a topic in an informative/explanatory text appropriate for audience and purpose.Introduce a text being studied in an informative/explanatory text appropriate for audience and purpose. <p>b. develop the topic with simple facts, definitions, details, and explanations</p> <ul style="list-style-type: none">Develop the topic with simple facts in informative/explanatory text appropriate for audience and purpose.Develop the topic with definitions in informative/explanatory text appropriate for audience and purpose.Develop the topic with details in informative/explanatory text appropriate for audience and purpose.Develop the topic with explanations in informative/explanatory text appropriate for audience and purpose. <p>c. use specific, and relevant, words that are related to the topic, audience and purpose</p> <ul style="list-style-type: none">Use specific and relevant words related to the topic in informative/explanatory text.Use specific and relevant words related to the audience in informative/explanatory text.Use specific and relevant words related to the purpose in informative/explanatory text. <p>d. uses the student’s original language, except when quoting from a source</p> <ul style="list-style-type: none">Write informative/explanatory texts that contain information using student’s original language appropriate for audience and purpose.Write informative/explanatory texts using direct quotations from a source appropriate for audience and purpose. <p>e. use transition words to connect ideas within categories of information</p> <ul style="list-style-type: none">Use transition words to connect ideas within categories of information in informative/explanatory text appropriate for audience and purpose. <p>f. create a concluding statement or paragraph</p> <ul style="list-style-type: none">Create a concluding statement or paragraph in informative/explanatory text appropriate for	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <ul style="list-style-type: none">Introduce a topic using a topic sentence in an introductory paragraph appropriate for audience and purpose in informative/explanatory texts. <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <ul style="list-style-type: none">Develop the topic into supporting paragraphs appropriate for audience and purpose from sources in informative/explanatory texts.Develop supporting paragraphs, using topic sentences with facts, details, examples, and quotations appropriate for audience and purpose in informative/explanatory texts. <p>c. use specific, relevant and accurate words that are suited to the topic, audience, and purpose</p> <ul style="list-style-type: none">Use specific and accurate words that are related to the topic in informative/explanatory texts.Use specific and accurate words that are related to the audience in informative/explanatory texts.Use specific and accurate words that are related to the purpose in informative/explanatory texts. <p>d. contain information using student’s original language, except when using direct quotations from a source</p> <ul style="list-style-type: none">Write informative/explanatory texts that contain information using the student’s original language.Write informative/explanatory texts using direct quotations from a source. <p>e. use transitions to connect categories of information</p> <ul style="list-style-type: none">Use transitions to connect categories of information appropriate for the audience and purpose in informative/explanatory texts. <p>f. use text structures when useful</p> <ul style="list-style-type: none">Use text structures appropriate for audience and purpose when useful in informative/explanatory texts.	<p>a. introduce a topic using a topic sentence in an introductory paragraph</p> <ul style="list-style-type: none">Introduce a topic, using a topic sentence, in an introductory paragraph of an informative/explanatory text appropriate for audience and purpose. <p>b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p> <ul style="list-style-type: none">Develop the topic into supporting paragraphs from sources in informative/explanatory texts appropriate for audience and purpose.Use topic sentences with facts, details, examples, and quotations in informative/explanatory texts appropriate for audience and purpose. <p>c. use an organizational format that suits the topic</p> <ul style="list-style-type: none">Use an organizational format that suits the topic in informative/explanatory texts appropriate for audience and purpose. <p>d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <ul style="list-style-type: none">Use specific, relevant, and accurate words that are suited to the topic in informative/explanatory texts.Use specific, relevant, and accurate words that are suited to the audience in informative/explanatory texts.Use specific, relevant, and accurate words that are suited to the purpose in informative/explanatory texts. <p>e. contain information using student’s original language, except when using direct quotations from a source</p> <ul style="list-style-type: none">Use original language when writing informational texts appropriate for audience and purpose.Use direct quotes from a source in informational writing for audience and purpose when his/her own language is not sufficient. <p>f. use transition words to connect ideas within and across categories of information</p> <ul style="list-style-type: none">Use transition words to connect ideas within and across categories of information in informative/explanatory texts appropriate for audience and purpose.

audience and purpose.	<p>g. create a concluding paragraph related to the information</p> <ul style="list-style-type: none">Create a concluding paragraph appropriate for audience and purpose related to the information in informative/explanatory texts.	<p>g. use text structures when useful</p> <ul style="list-style-type: none">Use text structures when useful in informative/explanatory texts appropriate for audience and purpose. <p>h. create a concluding paragraph related to the information</p> <ul style="list-style-type: none">Create a concluding paragraph related to the information in informative/explanatory texts appropriate for audience and purpose.
W.2.C Write fiction or nonfiction narratives and poems.	W.2.C Write fiction or nonfiction narratives and poems.	W.2.C Write fiction or nonfiction narratives and poems.
<p>a. establish a setting, situation/topic and introduce a narrator and/or characters</p> <ul style="list-style-type: none">Establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.Establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.Introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose. <p>b. use narrative techniques, such as dialogue and descriptions</p> <ul style="list-style-type: none">Use the narrative technique of dialogue in fiction or nonfiction narratives and poems appropriate for audience and purpose.Use the narrative technique of descriptions in fiction or nonfiction narratives and poems appropriate for audience and purpose. <p>c. establish and organize an event sequence to establish a beginning/middle/ end</p> <ul style="list-style-type: none">Establish and organize an event sequence to establish (develop) a beginning in fiction or nonfiction narratives and poems appropriate for audience and purpose.Establish and organize an event sequence to establish (develop) a middle in fiction or nonfiction narratives and poems appropriate for audience and purpose.Establish and organize an event sequence to establish (develop) an end in fiction or nonfiction narratives and poems appropriate for audience and purpose. <p>d. use transition words and phrases to signal event order</p> <ul style="list-style-type: none">Use transition words and phrases to signal event order in fiction or nonfiction narratives and poems appropriate for audience and purpose. <p>e. use specific and relevant words that are related to the topic, audience, and purpose</p> <ul style="list-style-type: none">Use specific and relevant words related to the topic in fiction or nonfiction narratives and poems.Use specific and relevant words related to the audience in fiction or nonfiction narratives and poems.Use specific and relevant words related to the purpose in fiction or nonfiction narratives and poems.	<p>a. establish a setting, situation/topic and introduce a narrator and/or characters</p> <ul style="list-style-type: none">Establish a setting appropriate for audience and purpose in fiction or nonfiction narratives and poems.Establish a situation/topic appropriate for audience and purpose in fiction or nonfiction narratives and poems.Introduce a narrator and/or characters appropriate for audience and purpose in fiction or nonfiction narratives and poems. <p>b. use narrative techniques, such as dialogue, motivation and descriptions</p> <ul style="list-style-type: none">Use the narrative technique of dialogue appropriate for audience and purpose in fiction or nonfiction narratives and poems.Use the narrative technique of motivation appropriate for audience and purpose in fiction or nonfiction narratives and poems.Use the narrative technique of descriptions appropriate for audience and purpose in fiction or nonfiction narratives and poems. <p>c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end</p> <ul style="list-style-type: none">Organize event sequence appropriate for audience and purpose that unfolds naturally in fiction or nonfiction narratives and poems.Establish a beginning/middle/end appropriate for audience and purpose in fiction or nonfiction narratives and poems. <p>d. use a variety of transitions to manage the sequence of events</p> <ul style="list-style-type: none">Use a variety of transitions to manage the sequence of events appropriate for audience and purpose in fiction or nonfiction narratives and poems. <p>e. use specific, relevant and accurate words that are suited to the topic, audience, and purpose</p> <ul style="list-style-type: none">Use specific, relevant, and accurate words that are related to the topic in fiction or nonfiction narratives and poems.Use specific, relevant, and accurate words that are related to the audience in fiction or nonfiction narratives and poems.Use specific, relevant, and accurate words that are related to the purpose in fiction or nonfiction narratives and poems.	<p>a. establish a setting, situation/topic and introduce a narrator and/or characters</p> <ul style="list-style-type: none">Establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.Establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.Introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose. <p>b. use narrative techniques, such as dialogue, motivation, and descriptions</p> <ul style="list-style-type: none">Use the narrative technique of dialogue for audience and purpose in fiction or nonfiction narratives and poems.Use the narrative technique of motivation for audience and purpose in fiction or nonfiction narratives and poems.Use the narrative technique of description for audience and purpose in fiction or nonfiction narratives and poems. <p>c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end</p> <ul style="list-style-type: none">Organize an event sequence that unfolds naturally for audience and purpose in fiction or nonfiction narratives and poems.Establish a beginning for audience and purpose in fiction or nonfiction narratives and poems.Establish a middle for audience and purpose in fiction or nonfiction narratives and poems.Establish an end for audience and purpose in fiction or nonfiction narratives and poems. <p>d. use a variety of transitions to manage the sequence of events</p> <ul style="list-style-type: none">Use a variety of transitions to manage the sequence of events for audience and purpose in fiction or nonfiction narratives and poems. <p>e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p> <ul style="list-style-type: none">Use specific, relevant, and accurate words in fiction or nonfiction narratives and poems that are:<ul style="list-style-type: none">suited to the topic.suited to the audience.suited to the purpose.

W.3.A Apply the research process.	W.3.A Apply the research process.	W.3.A Apply the research process.
<p>a. generate a list of subject appropriate topics</p> <ul style="list-style-type: none">Generate a list of subject-appropriate topics to research. <p>b. create an individual question about a topic</p> <ul style="list-style-type: none">Create an individual question about a topic to research. <p>c. decide what sources of information might be relevant to answer these questions</p> <ul style="list-style-type: none">Decide (select, choose) what sources of information might be relevant to answer the research questions. <p>d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</p> <ul style="list-style-type: none">Locate information in reference texts.Locate information in electronic resources.Locate information in interviews.Locate information in visual sources.Locate information in literary and informational texts. <p>e. determine the accuracy and relevance of the information related to a selected question</p> <ul style="list-style-type: none">Determine the accuracy of the information from a variety of sources related to a selected question.Determine the relevance of the information from a variety of sources related to a selected question. <p>f. take simple notes in own words and sort evidence into provided categories or organizer</p> <ul style="list-style-type: none">Take simple notes in his/her own words from a variety of sources when researching.Sort evidence from a variety of sources into provided categories or an organizer when researching. <p>g. use quotation marks to denote direct quotations when recording specific words and sentences from a source</p> <ul style="list-style-type: none">Use quotation marks to denote direct quotations when recording specific words and sentences from a source. <p>h. create a resource page from notes</p> <ul style="list-style-type: none">Create a resource page from notes from a variety of sources. <p>i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria</p> <ul style="list-style-type: none">Using previously established teacher/student criteria, present information from a variety of sources in a report or annotated display.Using previously established teacher/student criteria, evaluate the information from a variety	<p>a. generate a list of subject appropriate topics</p> <ul style="list-style-type: none">Generate a list of subject-appropriate topics to research. <p>b. create a research question to address relevant to a chosen topic</p> <ul style="list-style-type: none">Create a research question to address relevant to a chosen topic. <p>c. identify a variety of relevant sources, literary and informational</p> <ul style="list-style-type: none">Identify a variety of relevant literary sources for research.Identify a variety of relevant informational sources for research. <p>d. use organizational features of print and digital sources efficiently to locate information</p> <ul style="list-style-type: none">Use organizational features efficiently to locate information from a variety of print sources for research.Use organizational features efficiently to locate information from a variety of digital sources for research. <p>e. convert graphic/visual data into written notes</p> <ul style="list-style-type: none">Convert visual data into written notes during research.Convert visual data into written notes during research. <p>f. determine the accuracy of the information gathered</p> <ul style="list-style-type: none">Determine the accuracy of the information gathered from a variety of sources when researching. <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <ul style="list-style-type: none">Differentiate between paraphrasing and plagiarism when using ideas of others during research. <p>h. record bibliographic information from sources according to a standard format</p> <ul style="list-style-type: none">Record bibliographic information from sources used during research according to a standard format. <p>i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria</p> <ul style="list-style-type: none">Present how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.Evaluate how completely, accurately, and efficiently the research question was explored using previously established teacher/student criteria.	<p>a. generate a list of subject appropriate topics</p> <ul style="list-style-type: none">Generate a list of subject-appropriate topics to research in preparation to gather, analyze, evaluate, and use information from a variety of sources. <p>b. formulate and refine an open-ended research question</p> <ul style="list-style-type: none">Formulate an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources.Refine an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources. <p>c. follow guidelines for collecting and recording information</p> <ul style="list-style-type: none">Follow guidelines for collecting information from a variety of sources to analyze, evaluate, and use in the research process.Follow guidelines for recording information from a variety of sources to analyze, evaluate, and use in the research process. <p>d. select relevant resources, literary and informational</p> <ul style="list-style-type: none">Select relevant literary resources for research from which to gather, analyze, evaluate, and use information.Select relevant informational resources for research from which to gather, analyze, evaluate, and use information. <p>e. assess relevance, accuracy, and reliability of information in print and digital sources</p> <ul style="list-style-type: none">Assess the relevance, accuracy, and reliability of information in print sources as part of the research process.Assess the relevance, accuracy, and reliability of information in digital sources as part of the research process. <p>f. convert graphic/visual data into written notes</p> <ul style="list-style-type: none">Convert graphic/visual data into written notes to analyze, evaluate, and use as part of the research process. <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <ul style="list-style-type: none">Differentiate between paraphrasing and plagiarism when using ideas of others as part of the research process. <p>h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</p> <ul style="list-style-type: none">Present how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria.Evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria. <p>i. record bibliographic information from sources according to a standard format</p>

of sources in a report or annotated display.		<ul style="list-style-type: none">Record bibliographic information from a variety of sources according to a standard format as part of the research process.
--	--	--

Saint Joseph School District English Language Arts		
Reading Foundations (RF)		
3	4	5
RF.3.A Develop phonics in the reading process.	RF.3.A Develop phonics in the reading process.	RF.3.A Develop phonics in the reading process.
<p>a. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns</p> <ul style="list-style-type: none">Decode multisyllabic words in context by applying common spelling patterns.Decode multisyllabic words independent of context by applying common spelling patterns. <p>b. decoding words that double final consonants when adding an ending</p> <ul style="list-style-type: none">Decode words that double the final consonant when adding an ending. <p>c. using the meaning of common prefixes and suffixes</p> <ul style="list-style-type: none">Use common prefixes and suffixes to decode words. <p>d. using the meaning of homophones</p> <ul style="list-style-type: none">Decode homophones. <p>e. decoding known and unknown words by spelling patterns</p> <ul style="list-style-type: none">Decode known words by spelling patterns. <p>f. reading irregularly spelled high frequency words</p> <ul style="list-style-type: none">Read irregularly spelled high-frequency words.	<p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</p> <ul style="list-style-type: none">Decode words using knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words in context.Decode words using knowledge of syllabication patterns to read unfamiliar multisyllabic words in context.Decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. <p>b. reading root words, prefixes, and suffixes and important words from specific content curricula</p> <ul style="list-style-type: none">Read root words, prefixes, and/or suffixes from specific content curricula text.Read important words from specific content curricula text. <p><i>Continue to address earlier standards as needed and as applies to more difficult texts.</i></p>	<p>a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context</p> <ul style="list-style-type: none">Decode words using knowledge of all letter-sound correspondence to read unfamiliar multisyllabic words in context.Decode words using knowledge of syllabication patterns to read unfamiliar multisyllabic words in context.Decode words using knowledge of morphology to read unfamiliar multisyllabic words in context. <p>b. reading root words, prefixes, and suffixes and important words from all specific content curricula</p> <ul style="list-style-type: none">Read root words, prefixes, and/or suffixes from all specific content curricula.Read important words from all specific content curricula. <p><i>Continue to address earlier standards as needed and as applies to more difficult texts.</i></p>
RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.	RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.	RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.
<p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <ul style="list-style-type: none">Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).Read appropriate texts with purpose.Read appropriate texts for comprehension. Use context to confirm or self-correct word	<p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <ul style="list-style-type: none">Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).Read appropriate texts for a purpose.Read appropriate texts for comprehension.	<p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <ul style="list-style-type: none">Use context to confirm word recognition and understanding, resulting in fluency, reading for purpose, and comprehension in text.Use context to self-correct word recognition and understanding, resulting in fluency, reading

recognition and understanding, rereading when necessary.	<ul style="list-style-type: none">Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<div>for purpose, and comprehension in text.</div> <ul style="list-style-type: none">Reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.
--	--	---

Saint Joseph School District English Language Arts		
Language (L)		
3	4	5
L.1.A In speech and written form, apply standard English grammar.	L.1.A In speech and written form, apply standard English grammar.	L.1.A In speech and written form, apply standard English grammar.
<div>a. use regular and irregular verbs and simple verb tenses<ul style="list-style-type: none">Use regular verbs in speech and written form according to English language conventions.Use irregular verbs in speech and written form according to English language conventions.Use simple verb tenses in speech and written form according to English language conventions.</div> <div>b. use helping verbs with irregular verbs<ul style="list-style-type: none">Use helping verbs with irregular verbs in speech and written form according to English language conventions.</div> <div>c. use complete subject and complete predicate in a sentence<ul style="list-style-type: none">Use a complete subject in a sentence in speech and written form according to English language conventions.Use a complete predicate in a sentence in speech and written form according to English language conventions.</div> <div>d. use comparative and superlative, demonstrative adjectives and adverbs<ul style="list-style-type: none">Use comparative adjectives and adverbs in speech and written form according to English language conventions.Use superlative adjectives and adverbs in speech and written form according to English language conventions.Use demonstrative adjectives in speech and written form according to English language conventions.</div> <div>e. use subject/verb agreement in sentences<ul style="list-style-type: none">Use subject/verb agreement in sentences in speech and written form according to English language conventions.</div> <div>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</div>	<div>a. use the “be” helping verbs with “ing” verbs<ul style="list-style-type: none">Use the “be” helping verbs with “-ing” verbs in speech and written form according to English language conventions.</div> <div>b. use and order adjectives within sentences to conventional patterns<ul style="list-style-type: none">Use and order adjectives within sentences to conventional patterns in speech and written form according to English language conventions.</div> <div>c. use progressive verbs to show past, present, and future<ul style="list-style-type: none">Use progressive verbs to show past tense in speech and written form according to English language conventions.Use progressive verbs to show present tense in speech and written form according to English language conventions.Use progressive verbs to show future tense in speech and written form according to English language conventions.</div> <div>d. use adverbs in writing<ul style="list-style-type: none">Use adverbs in writing according to English language conventions.</div> <div>e. use subject/verb agreement with 1st, 2nd, and 3rd person pronouns<ul style="list-style-type: none">Use subject/verb agreement with first-person pronouns in speech and written form according to English language conventions.Use subject/verb agreement with second-person pronouns in speech and written form according to English language conventions.Use subject/verb agreement with third-person pronouns in speech and written form according to English language conventions.</div> <div>f. use prepositions correctly in a sentence<ul style="list-style-type: none">Use prepositions correctly in a sentence in speech and written form according to English language conventions.</div>	<div>a. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection<ul style="list-style-type: none">Explain the eight parts of speech in speech and written form: (noun pronoun verb adjective adverb preposition conjunction interjection)Use the eight parts of speech in speech and written form according to English language conventions: (noun pronoun verb adjective adverb preposition conjunction interjection)</div> <div>b. use relative pronouns and relative adverbs<ul style="list-style-type: none">Use relative pronouns in speech and written form according to English language conventions.Use relative adverbs in speech and written form according to English language conventions.</div> <div>c. use pronouns consistently across a text<ul style="list-style-type: none">Use pronouns consistently across a text in speech and written form according to English language conventions.</div> <div>d. use and correct verb tenses<ul style="list-style-type: none">Use and correct verb tenses according to English language conventions.</div> <div>e. produce a variety of complex sentences in writing<ul style="list-style-type: none">Produce a variety of complex sentences in writing according to English language conventions.</div>

<ul style="list-style-type: none">Produce simple and compound imperative sentences in speech and written form according to English language conventions.Produce simple and compound exclamatory sentences in speech and written form according to English language conventions.Produce simple and compound declarative sentences in speech and written form according to English language conventions.Produce simple and compound interrogative sentences in speech and written form according to English language conventions. <p>g. use 1st, 2nd, and 3rd person pronouns and their antecedents</p> <ul style="list-style-type: none">Use first-person pronouns (self) and their antecedents in speech and written form according to English language conventions.Use second-person pronouns (person spoken to) and their antecedents in speech and written form according to English language conventions.Use third-person pronouns and their antecedents in speech and written form according to English language conventions. (Person spoken about. Can refer to people or things. Includes: he, him, himself, her, she, herself, it itself, they them..)	<p>g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions</p> <ul style="list-style-type: none">Recognize the difference between coordinating conjunctions and subordinating conjunctions according to English language conventions.Use coordinating conjunctions and subordinating conjunctions in speech and written form according to English language conventions. <p>h. produce and expand the complete simple and compound four types of sentences</p> <ul style="list-style-type: none">Produce and expand simple and compound declarative sentences in speech and written form according to English language conventions.Produce and expand simple and compound imperative sentences in speech and written form according to English language conventions.Produce and expand simple and compound exclamatory sentences in speech and written form according to English language conventions.Produce and expand simple and compound interrogative sentences in speech and written form according to English language conventions. <p>i. correct sentence fragments and run on sentences in writing</p> <ul style="list-style-type: none">Correct sentence fragments in writing according to English language conventions.Correct run-on sentences in writing according to English language conventions.	
L.1.B Use appropriate capitalization, punctuation, and spelling in written text.	L.1.B Use appropriate capitalization, punctuation, and spelling in written text.	L.1.B Use appropriate capitalization, punctuation, and spelling in written text.
<p>a. write legibly (print, cursive)</p> <ul style="list-style-type: none">Write legibly (print, cursive). <p>b. use an apostrophe to form possessives</p> <ul style="list-style-type: none">Use apostrophes to form possessives in written text according to English language conventions. <p>c. demonstrate and use commas and quotation marks in dialogue</p> <ul style="list-style-type: none">Demonstrate and use commas in dialogue in written text according to English language conventions.Demonstrate and use quotation marks in dialogue in written text according to English language conventions. <p>d. capitalize dialogue correctly</p> <ul style="list-style-type: none">Capitalize dialogue correctly in written text according to English language conventions. <p>e. use commas for greeting and closing of a friendly letter</p> <ul style="list-style-type: none">Use commas for greetings of friendly letters according to English language conventions.Use commas for closings of friendly letters according to English language conventions. <p>f. capitalize names of places</p> <ul style="list-style-type: none">Capitalize names of places in written text according to English language conventions.	<p>a. write legibly</p> <ul style="list-style-type: none">Write legibly. <p>b. punctuate a dialogue between two or more characters</p> <ul style="list-style-type: none">Punctuate a dialogue between two or more characters according to English language conventions. <p>c. insert a comma before a coordinating conjunction in a compound sentence</p> <ul style="list-style-type: none">Insert a comma before a coordinating conjunction in a compound sentence according to English language conventions. <p>d. capitalize proper adjectives</p> <ul style="list-style-type: none">Capitalize proper adjectives according to English language conventions. <p>e. use correct capitalization</p> <ul style="list-style-type: none">Use correct capitalization according to English language conventions. <p>f. spell words with suffixes by dropping or leaving the final ‘e’</p> <ul style="list-style-type: none">Spell words with suffixes by dropping or leaving the final “e” according to English language conventions. <p>g. spell words ending in the long ‘e’ sound</p>	<p>a. write legibly</p> <ul style="list-style-type: none">Write legibly. <p>b. use a comma before a coordinating conjunction when writing compound sentences</p> <ul style="list-style-type: none">Use a comma before a coordinating conjunction when writing compound sentences according to English language conventions. <p>c. use a comma to separate an introductory clause in a complex sentence</p> <ul style="list-style-type: none">Use a comma to separate an introductory clause in a complex sentence according to English language conventions. <p>d. use a comma to set off the words yes and no</p> <ul style="list-style-type: none">Use a comma to set off the words yes and no according to English language conventions. <p>e. use italics when keyboarding titles of books, magazines, and newspapers</p> <ul style="list-style-type: none">Use italics when keyboarding titles of books, magazines, and newspapers according to English language conventions. <p>f. use underlining when writing titles of books, magazines, and newspapers</p> <ul style="list-style-type: none">Use underlining when writing titles of books, magazines, and newspapers according to English language conventions.

<p>g. capitalize titles of books, stories, and songs</p> <ul style="list-style-type: none">Capitalize titles of books in written text according to English language conventions.Capitalize titles of stories in written text according to English language conventions.Capitalize titles of songs in written text according to English language conventions. <p>h. use spelling patterns and generalizations to spell compound words</p> <ul style="list-style-type: none">Use (apply) spelling patterns and generalizations (e.g., word families, ending rules, syllable patterns, meaningful word parts) to spell compound words in written text according to English language conventions. <p>i. spell words that double the consonant</p> <ul style="list-style-type: none">Spell words that double the consonant in written text according to English language conventions. <p>j. spell plural words that change ‘y’ to ‘ies’</p> <ul style="list-style-type: none">Spell plural words that change -y to -ies in written text according to English language conventions. <p>k. consult reference materials to check and correct spellings</p> <ul style="list-style-type: none">Consult reference materials to check and correct spelling in written text. <p>l. arrange words in alphabetical order, to the third letter</p> <ul style="list-style-type: none">Arrange words in alphabetical order to the third letter.	<ul style="list-style-type: none">Spell words ending in the long e sound according to English language conventions. <p>h. alphabetize reference sources</p> <ul style="list-style-type: none">Alphabetize reference sources according to English language conventions. <p>i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context</p> <ul style="list-style-type: none">Use combined knowledge of all letter-sound correspondences to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.Use combined knowledge of syllabication patterns to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.Use combined knowledge of morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context according to English language conventions.	<p>g. use quotation marks when writing titles of stories, songs, poems, articles</p> <ul style="list-style-type: none">Use quotation marks when writing titles of stories, songs, poems, and articles according to English language conventions. <p>h. use apostrophes in singular nouns to show possession</p> <ul style="list-style-type: none">Write apostrophes in singular nouns to show possession according to English language conventions. <p>i. write apostrophes in regular plural nouns to show possession</p> <ul style="list-style-type: none">Write apostrophes in regular plural nouns to show possession according to English language conventions. <p>j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context</p> <ul style="list-style-type: none">Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read unfamiliar multisyllabic words in context.Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to spell unfamiliar multisyllabic words in context.
---	---	---

Saint Joseph School District		
English Language Arts		
Speaking and Listening (SL)		
3	4	5
SL.1.A Develop and apply effective listening for purpose skills and strategies in formal and informal settings.	SL.1.A Develop and apply effective listening for purpose skills and strategies in formal and informal settings.	SL.1.A Develop and apply effective listening for purpose skills and strategies in formal and informal settings.
<p>a. following classroom listening rules</p> <ul style="list-style-type: none">Follow classroom listening rules in formal and informal settings. <p>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p> <ul style="list-style-type: none">Ask questions, in formal and informal settings, to check understanding of the information	<p>a. following, generating, and justifying classroom listening rules</p> <ul style="list-style-type: none">Generate classroom listening rules in formal and informal settings.Justify classroom listening rules in formal and informal settings.Follow classroom listening rules in formal and informal settings. <p>b. posing and responding to specific questions to clarify or follow up on information,</p>	<p>a. following agreed upon rules for listening and fulfilling discussion rules independently</p> <ul style="list-style-type: none">Follow agreed upon rules for listening for a purpose in formal and informal settings.Fulfill agreed upon rules for discussion for a purpose in formal and informal settings. <p>b. posing and responding to specific questions to clarify or following up on</p>

<div><div>presented.</div><div><ul style="list-style-type: none">Ask questions, in formal and informal settings, that stay on topic.Ask questions, in formal and informal settings, that link comments to the remarks of others.</div><div>c. following three-step instructions, according to classroom expectations<ul style="list-style-type: none">Follow three-step instructions, according to classroom expectations, in formal and informal settings.</div></div>	<div><div>making comments that contribute to the discussion, and linking to the remarks of others<ul style="list-style-type: none">Pose specific questions to clarify or follow up on information in formal and informal settings.Respond to specific questions to clarify or follow up on information in formal and informal settings.Make comments that contribute to the discussion in formal and informal settings.Link to the remarks of others in formal and informal settings.</div><div>c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations<ul style="list-style-type: none">Follow multi-step instructions that involve a short related sequence of actions in formal and informal settings according to classroom expectations.Restate multistep instructions that involve a short related sequence of actions in formal and informal settings according to classroom expectations</div></div>	<div><div>information, and making comments that contribute to the discussion to link to the remarks of others<ul style="list-style-type: none">Pose specific questions to clarify or follow up on information in formal and informal settings.Respond to specific questions to clarify or follow up on information in formal and informal settings.Make comments that will contribute to the discussion to link to the remarks of others in formal and informal settings.</div><div>c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations<ul style="list-style-type: none">According to classroom expectations, follow multi-step instructions from others in collaborative groups in formal and informal settings.According to classroom expectations, restate multi-step instructions from others in collaborative groups in formal and informal settings.According to classroom expectations, give multi-step instructions to others in collaborative groups in formal and informal settings.</div><div>d. listening for speaker's message and summarizing main points based on evidence<ul style="list-style-type: none">Listen for a speaker's message in formal and informal settings.Summarize the main points from a speaker's message based on evidence in formal and informal settings.</div></div>
<div>SL.2.A Develop and apply effective listening for entertainment skills and strategies in formal and informal settings.</div>	<div>SL.2.A Develop and apply effective listening for entertainment skills and strategies in formal and informal settings.</div>	<div>SL.2.A Develop and apply effective listening for entertainment skills and strategies in formal and informal settings.</div>
<div>a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations<ul style="list-style-type: none">Demonstrate active listening for entertainment through body language, according to classroom expectations, in formal and informal settings.Demonstrate active listening for entertainment through eye contact with the speaker, according to classroom expectations, in formal and informal settings.</div>	<div>a. generating and following active listening rules, according to classroom expectations<ul style="list-style-type: none">Generate active listening (for entertainment) rules, according to classroom expectations.Follow active listening (for entertainment) rules, according to classroom expectations.</div>	<div>a. evaluating and modifying own active listening skills<ul style="list-style-type: none">Evaluate his/her own active listening skills for entertainment in formal and informal settings.Modify his/her own active listening skills for entertainment in formal and informal settings.</div>
<div>SL.3.A Speak clearly and to the point, using conventions of language, when presenting individually or with a group.</div>	<div>SL.3.A Speak clearly and to the point, using conventions of language, when presenting individually or with a group.</div>	<div>SL.3.A Speak clearly and to the point, using conventions of language, when presenting individually or with a group.</div>
<div>a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion<ul style="list-style-type: none">Come to discussion prepared, having read or studied required material, in order to speak clearly and to the point, using conventions of language when presenting individually or with a group.Explicitly draw on preparation and other information known (background knowledge) about a topic to explore ideas under discussion while speaking clearly and to the point, using conventions of language when presenting individually or with a group.</div> <div>b. responding appropriately to discussion in a variety of settings, according to</div>	<div>a. contributing to discussion after listening to others' ideas, according to classroom expectations<ul style="list-style-type: none">Use conventions of language to speak clearly and to the point of contributing to the discussion after listening to others' ideas, according to classroom expectations.</div> <div>b. expressing opinions of read-alouds and independent reading and relating opinion to others<ul style="list-style-type: none">Express opinions of read-alouds by speaking clearly and to the point and using conventions of language when presenting individually or with a group.Express opinions of independent reading by speaking clearly and to the point and using conventions of language when presenting individually or with a group.</div>	<div>a. summarizing points made by others before presenting own ideas, according to classroom expectations<ul style="list-style-type: none">According to classroom expectations, summarize points made by others before presenting his/her own ideas individually or with a group by speaking clearly and to the point and using conventions of language.</div> <div>b. providing and evaluating evidence to support opinion<ul style="list-style-type: none">Provide evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.Evaluate evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.</div>

LEARNING • EQUITY • COMMUNITY

ST. JOSEPH

SCHOOL DISTRICT

<div>classroom expectations</div> <ul style="list-style-type: none">Respond appropriately to discussion in a variety of settings, according to classroom expectations, by speaking clearly and to the point, using conventions of language. <div>c. expressing opinions of read-alouds and independent reading topics</div> <ul style="list-style-type: none">Express opinions of read-alouds and independent reading topics by speaking clearly and to the point, using conventions of language, in collaborative discussions.	<ul style="list-style-type: none">Relate opinions to others by speaking clearly and to the point and using conventions of language when presenting individually or with a group.	
SL.4.A Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.	SL.4.A Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.	SL.4.A Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group.
<div>a. using presentation skills and/or appropriate technology</div> <ul style="list-style-type: none">Use presentation skills and/or appropriate technology individually or with a group by speaking clearly, audibly, and to the point, using conventions of language. <div>b. presenting information with clear ideas and details speaking clearly at an understandable pace</div> <ul style="list-style-type: none">Present information with clear ideas and details individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.Speak clearly at an understandable pace by speaking audibly and to the point and using conventions of language. <div>c. giving an informal presentation, using a variety of media</div> <ul style="list-style-type: none">Give an informal presentation, using a variety of media, individually or with a group by speaking clearly, audibly, and to the point, using conventions of language. <div>d. choosing words and phrases for effect (adjectives, action verbs, figurative language)</div> <ul style="list-style-type: none">Choose words and phrases for effect (adjectives, action verbs, figurative language) that speak to the point when presenting individually or with a group. <div>e. using academic language and conventions</div> <ul style="list-style-type: none">Use (apply) academic language and conventions that speak to the point when presenting individually or with a group	<div>a. paraphrasing portions of a text read aloud or information presented in diverse media and formats</div> <ul style="list-style-type: none">Paraphrase portions of a text read aloud by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.Paraphrase information presented in diverse media and formats by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group. <div>b. using efficient presentation skills with available resources</div> <ul style="list-style-type: none">Use efficient presentation skills with available resources by speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group. <div>c. incorporating descriptive and sequential details in a student designed or teacher assigned topic</div> <ul style="list-style-type: none">Incorporate descriptive details in a student-designed or teacher-assigned topic, while speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group.Incorporate sequential details in a student-designed or teacher-assigned topic, while speaking clearly, audibly, and to the point and using conventions of language when presenting individually or with a group. <div>d. giving a formal presentation to classmates, using a variety of media</div> <ul style="list-style-type: none">Give a formal presentation to classmates, using a variety of media, while speaking clearly and to the point and using conventions of language when presenting individually or with a group. <div>e. speaking with expression and fluency</div> <ul style="list-style-type: none">Speak with fluency by speaking clearly, audibly, and to the point and use conventions of language when presenting individually or with a group.Speak with expression by speaking clearly, audibly, and to the point and use conventions of language when presenting individually or with a group. <div>f. adjusting formal/informal language according to context and topic</div> <ul style="list-style-type: none">Using conventions of language, adjust formal/informal language according to context and topic when presenting individually or with a group.	<div>a. using efficient presentation skills with available resources using a variety of media</div> <ul style="list-style-type: none">Use efficient presentation skills including a variety of media when presenting individually or with a group by speaking clearly, audibly, and to the point and using conventions of language. <div>b. planning an appropriate presentation, based on audience</div> <ul style="list-style-type: none">Plan an appropriate presentation based on the audience in preparation to speak effectively. <div>c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint</div> <ul style="list-style-type: none">Employ appropriate pacing to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.Employ appropriate vocabulary to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.Employ appropriate gestures to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.