



K-12 English Language Arts/ Literacy Priority Standards



	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I and English II	English III and English IV
Reading: Literature	–With assistance, develop and demonstrate reading skills in response to read-alouds by retelling main ideas in sequence including key details, retelling main ideas or important facts from a read aloud or familiar story.	–Develop and demonstrate reading skills in response to reading text and read-alouds by retelling main ideas in sequence including key details and recognizing beginning, middle, and end. –Read, infer, and draw conclusions to distinguish between fiction and nonfiction. –Determine connections between text to text (text ideas, including similarities and differences in fiction and nonfiction).	–Develop and demonstrate reading skills in response to text by asking and responding to relevant questions. –Read, infer, analyze, and draw conclusions to describe main characters in works of fiction, including their traits, motivations, and feelings.	–Read, infer, and draw conclusions to identify and describe language that creates a graphic visual experience and appeals to the senses. –Distinguish their own point of view from that of the narrator or those of the characters.	–Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text and drawing conclusions by providing textual evidence of what the text says explicitly. –Describe the personality traits of characters from their thoughts, words, and actions and describe the interaction of characters including their relationships and how they change. –Analyze how characters change from the beginning to the end of a play or film.	–Draw conclusions and infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words, prefixes and suffixes through context. –Compare, contrast, and analyze relevant connections between: text to text (ideas and information in various fiction and nonfiction works, compare and contrast) and text to world (text ideas and the world by responding to literature reflects a culture and historic time frame).	–Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. –Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. –Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. –Compare and contrast texts in different genres that address similar themes or topics.	–Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions. –Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning. –Analyze how specific word choices contribute to meaning and tone. –Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. –Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. –Compare and contrast a written story, drama, or	–Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text –Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text. –Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning. –Analyze how specific word choices and sentence structures contribute to meaning and tone.	–Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Analyze how complex characters develop over the course of a text to advance the plot and develop the theme. –Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	–Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. –Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text. –Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. –Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

								poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning. –Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.			
Reading: Informational Text	–With assistance, determine connections between text to text (text ideas including similarities and differences in fiction and nonfiction). –Read independently for sustained periods of time by engaging with text as developmentally appropriate.	–Develop and demonstrate reading skills in response to reading text and read-alouds by describing the main idea seeking clarification by locating facts and details. –Identify similarities and differences between texts on the same topic.	–Read, infer, and draw conclusions to demonstrate understanding by locating facts to answer and /or ask questions.	–Read, infer, and draw conclusions to use text features and graphic features to locate information and to make and verify predictions. –Use information gained from illustrations and words to demonstrate understanding of the text. –Explain using details or facts that support the main idea and explain the author’s purpose. –Follow and explain a set of written multi-step directions and describe relationship between events, ideas, concepts, or steps.	–Read, infer, and draw conclusions to explain how an author uses language to present information to influence what the reader thinks or does. –Compare and contrast a firsthand and secondhand account of the same event or topic. –Explain how an author uses language to present information to influence what the reader thinks or does. –Interpret and explain factual information presented graphically. –Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author’s purpose and support the analysis. –Explain how an author uses language to present information to influence what the reader thinks or does. –Explain author’s purpose.	–Read, infer, and draw conclusions to use multiple text features and graphics to locate information and gain an overview of the contents of text information and interpret factual or quantitative information –analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. –Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	–Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. –Analyze how a particular sentence, paragraph, section, or image contributes to meaning. –Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning –Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not. –Compare and contrast one author’s presentation of events with that of another	–Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. –Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions. –Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. meaning and tone. –Analyze how a text’s organization or overall structure contributes to meaning. –Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others. –Compare and contrast information presented in different mediums and analyze how the	–Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. –Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	–Analyze how an author uses rhetoric to advance point of view or purpose. –Evaluate an author’s argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	–Evaluate how an author’s choices to structure specific parts of a text contribute to a text’s overall meaning and its aesthetic impact. –Analyze a text in which the author’s point of view is not obvious and requires distinguishing what is directly stated from what is implied. –Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.

								techniques unique to each medium contribute to meaning. –Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. –Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.			
Reading: Foundational Skills	–Develop print awareness in the reading process by identifying upper- and lowercase letters, sequencing the letters of the alphabet, demonstrating books are read left to right and top to bottom, written words are made up of different letters, a sentence is comprised of a group of words separated by spaces, and demonstrating one-to-one correspondence between spoken words and written words. –Develop phonemic awareness in the reading process by identifying sounds in spoken words, producing rhymes in response to spoken words, distinguishing orally presented rhyming pairs of words from non-rhyming pairs, recognizing spoken alliteration or groups of words that begin with the same onset or initial sounds, and blending spoken onsets and rimes to form simple words. –Develop phonics in the reading process by producing and writing letter(s) for most short	–Develop print awareness in the reading process by recognizing that sentences are comprised of words separated by spaces and recognizing the distinguishing features of a sentence. –Decode words in context by using letter-sound knowledge for single letters, identifying letters for the spelling of short and long vowels, producing consonant blends and digraphs, combining sounds from letters and common spelling patterns to create and decode recognizable words, using syllabication patterns to decode words, and demonstrating decoding skills when reading. –Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension and use context to confirm		–Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							

	vowel and consonant sounds, reading high-frequency words, blending letter sounds to decode simple words, and recognizing that new words can be created when letters are changed, added or deleted and using letter-sound knowledge to write simple messages and words. –Read, with support, appropriate texts with purpose and understanding.	or self-correct word recognition and understanding, rereading as necessary.									
Writing	–With assistance, draw or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined, tell the reader about a character or personal event, place events in the order they occurred, use words that are related to the topic, and provide a reaction to what happened in the events. –Reread, revise, and edit drafts with assistance from adults/peers to respond to questions and suggestions, adding details to strengthen writing. – With assistance, apply research process to generate a list of open-ended questions about topics of class interest and decide what sources or people in the classroom, school, library, or home can answer their questions.	–Write opinion texts that introduce a topic or text being studied: state an opinion about the topic or text and provide a reason for the opinion, use some specific words that are related to the topic, follow a sense of order in writing, and provide some sense of closure. –Write informative/explanatory texts that introduce a topic or text being studied and supply facts: use some specific words that are related to the topic, use some specific words that are related to the topic, and create some sense of closure. –Write fiction or non-fiction narratives and poems that narrate a story or experience: use details to describe the story or experience, place events in the order they occurred, use linking words to indicate	–Write informative/explanatory texts that introduce a topic or text being studied using complete sentences, use facts and definitions to develop points in generating paragraphs, use specific words that are related to the topic and audience, use linking words and phrases to signal event order, and create a concluding statement or paragraph. –Write fiction or non-fiction narratives and poems that establish a situation/topic based on the student's experience or imagination, introduce a main character and setting, develop sensory details, follow a logical sequence of events using complete sentences to create a beginning/middle/end, use linking/transition words to signal event order, and use specific words that are related to the topic and audience.	–Write opinion texts that introduce a topic or text being studied: using connected sentences, state an opinion or establish a position and provide reasons for the opinion/position, use specific and accurate words that are related to the topic, audience, and purpose, contain information using student's original language except when using direct quotation from a source, reference the name of the author(s) or name of the source used for details or facts included in the text, use transitions to connect opinion and reason, and provide clear evidence of a beginning, middle, and concluding statement or paragraph. –Write informative/explanatory texts that introduce a topic or text being studied: develop the topic with simple facts, definitions, details,	–Write opinion texts that introduce a topic or text being studied: using an introductory paragraph, state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details, use specific and accurate words that are related to the topic, audience, and purpose, contain information using student's original language except when using direct quotation from a source, . reference the name of the author(s) or name of the source used for details or facts included in the text, use transitions to connect opinion and reason, and organize the supporting details/reasons into introductory, supporting, and concluding paragraphs. –.Write informative/explanatory texts that: introduce a topic using a topic sentence in an introductory paragraph, develop the topic into supporting paragraphs from	–Write opinion texts that: introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose, state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details, . use specific and accurate words that are related to the topic, audience, and purpose, contain information using student's original language except when using direct quotation from a source, reference the name of the author(s) or name of the source used for details or facts included in the text, use transitions to connect opinion and reason, and organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.	–Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. –Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.. –Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details. –Review, revise, and edit writing with consideration for the task, purpose, and audience. –Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. –Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding	–Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence. –Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. –Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well structured event sequences, narrative techniques and relevant, descriptive details. –Review, revise, and edit writing with consideration for the task, purpose, and audience. –Conduct research to answer a question (including a self-generated	–Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence. –Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence. –Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well structured event sequences, narrative techniques and relevant, descriptive details. –Review, revise, and edit writing with consideration for the task, purpose, and audience. –Conduct research to answer a question (including a self-generated	–Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. –Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. –Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. –Gather relevant	–Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. –Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. –Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. –Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

		beginning/middle/end, . use words that are related to the topic, and provide a reaction to what happened in the events.		and explanations, use specific, relevant words that are related to the topic, audience, and purpose, use the student's original language except when quoting from a source, use transition words to connect ideas within categories of information, and create a concluding statement or paragraph. –Write fiction or non-fiction narratives and poems that establish a setting and situation/topic and introduce a narrator and/or characters: use narrative techniques, such as dialogue and descriptions, establish and organize an event sequence to establish a beginning/ middle/end, use transition words and phrases to signal event order, use specific and relevant words that are related to the topic, audience, and purpose. –Reread, revise, and edit drafts with assistance from adults/peers, to develop and strengthen writing by revising and edit for language conventions. –With assistance from adults/peers use a variety of conventional tools and technology	sources, using topic sentences with facts, details, examples, and quotations, use specific, relevant, and accurate words that are suited to the topic, audience, and purpose, contain information using student's original language except when using direct quotations from a source, use transitions to connect categories of information, use text structures when useful, and create a concluding paragraph related to the information. –Write fiction or non-fiction narratives and poems that establish a setting and situation/topic and introduce a narrator and/or characters: use narrative techniques, such as dialogue, motivation, and descriptions, organize an event sequence that unfolds naturally to establish a beginning/middle/end, use a variety of transitions to manage the sequence of events, and use specific, relevant, and accurate words that are suited to the topic, audience, and purpose. –Appropriate to genre type, develop a draft from prewriting by generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound, establishing and supporting a main idea with an overall topic sentence at or near the beginning of the	–Write informative/ explanatory texts that: introduce a topic using a topic sentence in an introductory paragraph, develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations, use an organizational format that suits the topic, use specific, relevant, and accurate words that are suited to the topic, audience, and purpose, contain information using student's original language except when using direct quotations from a source, use transition words to connect ideas within and across categories of information, use text structures when useful, and create a concluding paragraph related to the information. –With assistance from adults/peers: use technology, including the Internet, to produce and publish writing and demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting. –Apply research process to: generate a list of subject-appropriate	plagiarism and providing basic bibliographic information for sources.	organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. –Review, revise, and edit writing with consideration for the task, purpose, and audience. –Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. –Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
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				(including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others.	first paragraph, categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs, and addressing an appropriate audience. –With assistance from adults/peers use technology, including the Internet, to produce and publish writing and demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting.	topics, formulate and refine an open-ended researchable question, follow guidelines for collecting and recording information, and convert graphic/visual data into written notes.					
Speaking and Listening	–Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules and continue a conversation through multiple exchanges. –Speak clearly and audibly using conventions of language when presenting individually or with a group by . describing personal experiences using a prop, picture, or other visual aid.	–Develop and apply effective listening skills and strategies in formal and informal settings. –Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group.		–Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules, asking questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others, and following three-step instructions according to classroom expectations.	–Develop and apply effective listening skills and strategies in formal and informal settings by following, generating, and justifying classroom listening rules, pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others, and following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.	–Develop and apply effective listening skills and strategies in formal and informal settings. –Speak clearly and to the point, using conventions of language when presenting individually or with a group by: summarizing points made by others before presenting own ideas, according to classroom expectations and providing and evaluating evidence to support opinion. –Employ appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.	–Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	–Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	–Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. –Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	–Work with peers to set rules for collegial discussions and decision making, clear goals, and deadlines, and individual roles as needed. –Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. –Speak audibly, and to the point, using	–Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. –Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and

										conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Language	–Apply standard English grammar to identify naming words (nouns) and action words (verbs), use plural nouns when speaking, express time and space, demonstrate the use of complete sentences in shared language activities, and use question words in sentences.	–Apply standard English grammar to use nouns and action verbs that designate past, present, and future in sentences, use adjectives/adverbs in sentences, use the conjunctions and, but, and so in sentences, use the articles a, an, and the in sentences, use common prepositions, use common pronouns, and produce complete simple and compound sentences. –In written text print legibly, using correct spacing between words and sentences, use ending punctuation, capitalize the first letter of others' first and last names, use commas to separate single words in a series, spell words using regular spelling patterns, spell words phonetically using phonemic awareness and spelling knowledge, and arrange appropriate words in alphabetical order to the first letter. –Develop an understanding of vocabulary by using common affixes to figure out the meaning of a word, identify common root words	–Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple–meaning word in text.	–Develop an understanding of vocabulary by decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words, using sentence–level context to determine the relevant meaning of unfamiliar words or distinguish among multiple–meaning words, using homographs and homophones, . distinguishing the literal and non–literal meanings of words and phrases in context, determine the meaning of the new word formed when a known affix is added to a known base word, determine the meaning of the new word formed when a known affix is added to a known base word, discussing analogies, determining the meaning of the author's use of similes and metaphors to produce imagery, and using conversational, general academic, and domain specific words and phrases.	–Develop phonics in the reading process by decoding words using knowledge of all letter–sound correspondences, syllabication patterns, and morphology to read unfamiliar multi–syllabic words in context and reading root words, prefixes, and suffixes and important words from specific content curricula.	–Edit for language conventions. –In speech and written form, apply standard English grammar. –Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple meaning words.	– Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	–Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. –Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	–Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	– Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation. –Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	–Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

