

Georgia's K-12 English Language Arts (ELA) Standards

Foundations, Language, Texts, & Practices



3rd Grade—5th Grade



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[DOMAIN: Foundations \(F\)](#)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

I. BIG IDEA: Phonological Awareness (PA)

This big idea only applies to the K-2 grade band.

II. BIG IDEA: Concepts of Print (CP)

This big idea only applies to the K-2 grade band.

[III. BIG IDEA: Phonics \(P\)](#)

Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

[IV. BIG IDEA: Fluency \(P\)](#)

Students read text aloud or silently with speed, accuracy, and expression.

[V. BIG IDEA: Handwriting \(H\)](#)

Students develop handwriting skills in cursive.

[DOMAIN: Language \(L\)](#)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing.

Students build vocabularies and determine word meanings as they relate to reading and writing.

[I. BIG IDEA: Grammar Conventions](#)

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

[II. BIG IDEA: Vocabulary](#)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

[DOMAIN: Texts \(T\)](#)

Students grow in their learning as they purposefully engage with texts.

[I. BIG IDEA: Context](#)

Students describe the influences of purpose and audience on texts.

[II. BIG IDEA: Structure & Style](#)

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

[III. BIG IDEA: Techniques](#)

Students explain, analyze, and use various techniques to comprehend and shape meaning.

[IV. BIG IDEA: Research & Analysis](#)

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

[DOMAIN: Practices \(P\)](#)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

[I. BIG IDEA: Engagement & Intention for Comprehension & Composition \(EICC\)](#)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST)

Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

III. BIG IDEA: Author's Craft (AC)

Students apply knowledge of author's craft to enhance the interpretation and construction of texts.

IV. BIG IDEA: Collaboration & Presentation (CP)

Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

3-5 Foundations: Table of Contents & Navigation

I. BIG IDEA: Phonological Awareness (PA) This big idea only applies to the K-2 grade band.
II. BIG IDEA: Concepts of Print (CP) This big idea only applies to the K-2 grade band.
III. BIG IDEA: Phonics (P) Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD F.P.1: Phoneme-Grapheme Correspondences This standard only applies to the K-2 grade band.
STANDARD F.P.2: Decoding with Phonics This standard only applies to the K-2 grade band.
STANDARD F.P.3: Encoding with Phonics This standard only applies to the K-2 grade band.
STANDARD 3-5.F.P.4: Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words.
IV. BIG IDEA: Fluency (P) Students read text aloud or silently with speed, accuracy, and expression.
STANDARD 3-5.F.F.1: Oral Reading & Silent Reading Fluency Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.
V. BIG IDEA: Handwriting (H) Students develop handwriting skills in cursive.
STANDARD F.H.1: Motor Skills & Letter/Word Formation This standard only applies to the K-2 grade band.
STANDARD F.H.2: Transcription & Handwriting Fluency This standard only applies to the K-2 grade band.
STANDARD 3-5.F.H.3: Read Cursive Read texts written in cursive.
STANDARD 3-5.F.H.4: Write Cursive Use fine motor skills to form legible letters and words in cursive.

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K-5 Foundations: Progression of Skills & Concepts

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
<i>BIG IDEA: Phonological Awareness</i>						
K.F.PA.1: Rhyme						
K.F.PA.2: Words & Sentences						
K.F.PA.3: Compound Words						
K.F.PA.4: Syllables						
K-1.F.PA.5: Onsets & Rimes						
K-1.F.PA.6: Phonemic Awareness						
<i>BIG IDEA: Concepts of Print</i>						
K.F.CP.1: Conceptualizing Text						
K.F.CP.2: Book Orientation & Directionality of Print Texts						
K.F.CP.3: Mechanics of Print Texts						
K.F.CP.4: Alphabet Knowledge						
<i>BIG IDEA: Phonics</i>						
K-2.F.P.1: Phoneme- Grapheme Correspondences						
K-2.F.P.2: Decoding with Phonics						
K-2.F.P.3: Encoding with Phonics						
3-5.F.P.4: Decoding & Encoding with Phonics						
<i>BIG IDEA: Fluency</i>						
K-5.F.F.1: Oral & Silent Reading Fluency						
<i>BIG IDEA: Handwriting</i>						
K-2.F.H.1: Motor Skills & Letter/Word Formation						
K-2.F.H.2: Transcription & Handwriting Fluency						
3-5.F.H.3: Read Cursive						
3-5.F.H.4: Write Cursive						

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

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III. BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.
STANDARD F.P.1: Phoneme-Grapheme Correspondences This standard only applies to the K-2 grade band.
STANDARD F.P.2: Decoding with Phonics This standard only applies to the K-2 grade band.
STANDARD F.P.3: Encoding with Phonics This standard only applies to the K-2 grade band.
STANDARD 3-5.F.P.4: Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words.

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III. BIG IDEA: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.					
STANDARD 3-5.F.P.4: Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
3.F.P.4.a	Decode and encode words with graphemes that represent multiple letter-sound correspondences.	4.F.P.4.a	<i>Decode and encode words with graphemes that represent multiple letter-sound correspondences.</i>	5.F.P.4.a	<i>Decode and encode words with graphemes that represent multiple letter-sound correspondences.</i>
3.F.P.4.b	Decode and encode single-syllable and multisyllabic words of all syllable types.	4.F.P.4.b	<i>Decode and encode single-syllable and multisyllabic words of all syllable types.</i>	5.F.P.4.b	<i>Decode and encode single-syllable and multisyllabic words of all syllable types.</i>
3.F.P.4.c	Decode and encode words with common prefixes and suffixes.	4.F.P.4.c	<i>Decode and encode words with common prefixes and suffixes.</i>	5.F.P.4.c	<i>Decode and encode words with common prefixes and suffixes.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

3-5 Fluency: Table of Contents & Navigation

IV. BIG IDEA: Fluency

Students read texts aloud or silently with speed, accuracy, and expression.

[STANDARD 3-5.F.F.1: Oral & Silent Reading Fluency](#)

Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.

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IV. BIG IDEA: Fluency					
Students read texts aloud or silently with speed, accuracy, and expression.					
STANDARD 3-5.F.F.1: Oral & Silent Reading Fluency					
Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.					
3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
3.F.F.1.a	Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.	4.F.F.1.a	<i>Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.</i>	5.F.F.1.a	<i>Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.</i>
3.F.F.1.b	Read a variety of unfamiliar grade-level texts with increasing accuracy.	4.F.F.1.b	Read a variety of unfamiliar grade-level texts with increasing automaticity.	5.F.F.1.b	Read a wide range of unfamiliar grade-level texts with expression to show meaning and to demonstrate an understanding of tone.
3.F.F.1.c	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	4.F.F.1.c	Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.	5.F.F.1.c	Read a wide range of grade-level texts aloud with accurate and automatic prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.
3.F.F.1.d	Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.	4.F.F.1.d	<i>Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.</i>	5.F.F.1.d	<i>Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Foundations (F)

Students build a foundation for achieving dynamic literacy practices to aid reading comprehension.

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V. BIG IDEA: Handwriting Students develop handwriting skills in cursive.
STANDARD F.H.1: Motor Skills & Letter/Word Formation This standard only applies to the K-2 grade band.
STANDARD F.H.2: Transcription & Handwriting Fluency This standard only applies to the K-2 grade band.
<u>STANDARD 3-5.F.H.3: Read Cursive</u> Read texts written in cursive.
<u>STANDARD 3-5.F.H.4: Write Cursive</u> Use fine motor skills to form legible letters and words in cursive.

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V. BIG IDEA: Handwriting

Students develop handwriting skills in cursive.

STANDARD 3-5.F.H.3: Read Cursive

Read texts written in cursive.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
3.F.H.3.a	Read phrases and sentences written in cursive.	4.F.H.3.a	Read short texts written in cursive.	5.F.H.3.a	Read a variety of texts written in cursive.

V. BIG IDEA: Handwriting

Students develop handwriting skills in cursive.

STANDARD 3-5.F.H.4: Write Cursive

Use fine motor skills to form legible letters and words in cursive.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
3.F.H.4.a	Practice forming cursive letters and connectors in words.	4.F.H.4.a	Form cursive letters and words legibly, using connectors between letters inside words.	5.F.H.4.a	Produce texts using cursive writing legibly and efficiently.
3.F.H.4.b	Use appropriate spacing between cursive words in a sentence.	4.F.H.4.b	Use appropriate spacing between cursive words in a sentence across lines on a page.	5.F.H.4.b	Use appropriate spacing throughout the body of a text when writing in cursive.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

3-5 Language: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD 3-5.L.GC.1: Grammar, Usage, & Mechanics

Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) chart is designed to function as a K-12 progression of skills and concepts.

STANDARD 3-5.L.GC.2: Syntax

Apply understandings of sentence structure to comprehend and compose varied sentences.

II. BIG IDEA: Vocabulary

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD 3-5.L.V.1: General, Academic, & Specialized Vocabulary

Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.

STANDARD 3-5.L.V.2: Word Analysis

Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.

STANDARD 3-5.L.V.3: Meaning & Purpose

Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing.

3-5 Grammar Conventions: Table of Contents & Navigation

I. BIG IDEA: Grammar Conventions (GC)

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

[STANDARD 3-5.L.GC.1: Grammar, Usage, & Mechanics](#)

Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) chart is designed to function as a K-12 progression of skills and concepts.

[STANDARD 3-5.L.GC.2: Syntax](#)

Apply understandings of sentence structure to comprehend and compose varied sentences.

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I. BIG IDEA: Grammar Conventions (GC)

Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

STANDARD 3-5.L.GC.1: Grammar, Usage, & Mechanics

Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.*

*The expectations for Standard K-12.L.GC.1 are formatted as a comprehensive chart that illustrates key grammar, usage, and mechanics concepts and how those skills develop over time. The Grammar, Usage, & Mechanics (GUM) Chart is designed to function as a K-12 progression of skills and concepts.

Understanding & Using the GUM Chart

The Grammar, Usage, & Mechanics (GUM) Chart shows the progression of K-12 expectations for standard K-12.L.GC.1. Each expectation belongs to one of three categories, which are coded as follows:

Grammar: G | Grammar is the system and structure of a language. It describes how the parts of speech are used to craft and structure meaningful sentences.

Usage: U | Usage refers to how words and phrases communicate meaning in context.

Mechanics: M | Mechanics are the rules and conventions that govern the technical aspects of written language: capitalization, punctuation, and spelling. (Please note that spelling expectations are outlined in the K-5 Foundations Domain as part of the Phonics Big Idea.)

Students learn, practice, and master grammar, usage, and mechanics skills through explicit instruction and in context as they routinely interpret and construct texts. Mastery is achieved when students apply skills appropriately and consistently both in and out of context. Skills that are more complex often take more than one academic year to master. Upon achieving mastery, students will continue to apply these skills as they read and write increasingly complex texts. These skills should be periodically formatively assessed and reinforced as needed to ensure that students maintain proficiency as text complexity increases.

The GUM chart uses the following five codes to communicate end-of-grade-level expectations:

Not Yet Introduced: NYI | The skill has not yet been introduced in the K-12 progression; it is not a formal grade-level expectation.

Introduce: I | The skill is introduced at this grade level; students practice applying the skill, but end-of-grade mastery is not required.

Continue: C | The skill is introduced at an earlier grade level; students continue to practice and apply it, but end-of-grade mastery is not required.

Master: M | The skill should be mastered by the end of this grade.

Reinforce: R | The skill is mastered in an earlier grade level; it should be reinforced as students read and write increasingly complex texts.

K-12 Grammar, Usage, & Mechanics (GUM) Chart

STANDARD 3-5.L.GC.1: Grammar, Usage, & Mechanics | Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language.

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
U	Use nouns and verbs to share complete thoughts when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Form and use singular and plural nouns when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
U	Use interrogatives to ask questions when speaking.	I, M	R	R	R	R	R	R	R	R	R	R	R	R
M	Capitalize the first word of a sentence and the pronoun <i>I</i> .	I, M	R	R	R	R	R	R	R	R	R	R	R	R
G	Form regular plural nouns by adding -s or -es.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -ing, -ed, or -s.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use action verbs.	I	M	R	R	R	R	R	R	R	R	R	R	R
G	Use adjectives and adverbs.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Use common and proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form and use the simple verb tenses.	I	C	M	R	R	R	R	R	R	R	R	R	R
U	Use determiners (articles, possessive determiners, demonstrative adjectives).	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Capitalize proper nouns.	I	C	M	R	R	R	R	R	R	R	R	R	R
M	Use periods, exclamation marks, and question marks at the end of sentences.	I	C	M	R	R	R	R	R	R	R	R	R	R
G	Form plural nouns by changing -y to -ies.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use personal pronouns (subject, object, and possessive).	NYI	I	M	R	R	R	R	R	R	R	R	R	R
G	Use frequently occurring prepositions.	NYI	I	M	R	R	R	R	R	R	R	R	R	R
M	Use commas to separate items in a series and to format dates, addresses, salutations, and closings.	NYI	I	M	R	R	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
M	Use apostrophes to form contractions and singular possessive nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use irregular plural nouns.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use the past tense of irregular verbs.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Use coordinating conjunctions to join words, phrases, or clauses.	NYI	I	C	M	R	R	R	R	R	R	R	R	R
G	Form and use verbs by adding -d or -es.	NYI	NYI	I/M	R	R	R	R	R	R	R	R	R	R
G	Use collective and abstract nouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Use reflexive pronouns.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use commas with coordinating conjunctions to join independent clauses.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
M	Use hyphens to divide words at line breaks.	NYI	NYI	I	M	R	R	R	R	R	R	R	R	R
G	Form and use prepositional phrases.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Form and use comparative and superlative adjectives and adverbs.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
U	Ensure pronoun-antecedent agreement.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue.	NYI	NYI	I	C	M	R	R	R	R	R	R	R	R
G	Use relative pronouns and relative adverbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use interjections.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use helping and linking verbs.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
U	Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise).	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
M	Use commas to indicate direct address and to set off the words <i>yes</i> and <i>no</i> .	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
M	Use apostrophes to form plural possessive nouns.	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R	R
G	Use indefinite pronouns, ensuring correct agreement.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use subordinating conjunctions to join clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use commas after introductory phrases or clauses.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
M	Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works.	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R	R
G	Use intensive pronouns.	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R	R
G	Form and use the progressive, perfect, and perfect progressive verb aspects.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Form and use participles.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
U	Recognize and correct vague pronoun references.	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R	R	R
G	Use correlative conjunctions to join words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use semicolons to separate items in a series or list when at least one of the items already contains commas.	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R	R
M	Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R	R
M	Use ellipses appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use hyphens with appropriate affixes and compound words.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R

GUM	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
M	Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
GU	Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R	R
M	Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.	NYI	NYI	NYI	NYI	NYI	I	C	C	C	M	R	R	R
G	Use demonstrative pronouns.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I, M	R	R	R	R	R
M	Use colons to introduce lists, examples, and explanations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R	R
U	Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R	R
U	Use tenses and aspects to indicate the mood of a verb.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use colons to introduce quotations.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	M	R	R	R
M	Use dashes appropriately.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R
GUM	Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	NYI	NYI	NYI	NYI	NYI	NYI	NYI	NYI	I	C	M	R	R

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I. BIG IDEA: Grammar Conventions (GC)					
Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.					
STANDARD 3-5.L.GC.2: Syntax					
Apply understandings of sentence structure to comprehend and compose varied sentences.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.L.GC.2.a	Distinguish between correctly structured simple, compound, and complex sentences.	4.L.GC.2.a	Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.	5.L.GC.2.a	<i>Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.</i>
<i>Expectations for Constructing Texts</i> Writing Speaking Composing		<i>Expectations for Constructing Texts</i> Writing Speaking Composing		<i>Expectations for Constructing Texts</i> Writing Speaking Composing	
3.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences.	4.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.	5.L.GC.2.b	Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense throughout the entire text.
3.L.GC.2.c	Use correct subject-verb agreement in a variety of sentences.	4.L.GC.2.c	Use correct subject-verb agreement to consistently achieve clarity in a variety of sentences.	5.L.GC.2.c	<i>Use correct subject-verb agreement to consistently achieve clarity in a variety of sentences.</i>
3.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.	4.L.GC.2.d	Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.	5.L.GC.2.d	<i>Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.</i>
3.L.GC.2.e	This progression begins in 9 th grade.	4.L.GC.2.e	This progression begins in 9 th grade.	5.L.GC.2.e	This progression begins in 9 th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Language (L)

Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing.
Students build vocabularies and determine word meanings as they relate to reading and writing.

3-5 Vocabulary: Table of Contents & Navigation

II. BIG IDEA: Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.
<u>STANDARD 3-5.L.V.1: General, Academic, & Specialized Vocabulary</u> Acquire and use general, academic, and specialized vocabulary words with precision in a variety of settings.
<u>STANDARD 3-5.L.V.2: Word Analysis</u> Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.
<u>STANDARD 3-5.L.V.3: Meaning & Purpose</u> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

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II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD 3-5.L.V.1: General, Academic, & Specialized Vocabulary

Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.L.V.1.a	Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.	4.L.V.1.a	<i>Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</i>	5.L.V.1.a	<i>Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</i>
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.L.V.1.b	Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.	4.L.V.1.b	<i>Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.</i>	5.L.V.1.b	<i>Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD 3-5.L.V.2: Word Analysis

Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.L.V.2.a	Deconstruct words using common roots, root words, and affixes to determine meaning.	4.L.V.2.a	Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.	5.L.V.2.a	<i>Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.</i>
3.L.V.2.b	Identify affixes associated with specific parts of speech (e.g., <i>ly</i> is commonly used with adverbs) to aid comprehension.	4.L.V.2.b	Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., <i>beautiful</i> as an adjective vs. <i>beautifully</i> as an adverb).	5.L.V.2.b	Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., <i>discuss</i> as a verb vs. <i>discussion</i> as a noun).
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.L.V.2.c	Construct words using common roots, root words, and affixes.	4.L.V.2.c	Construct words using knowledge of Greek and Latin roots, root words, and affixes.	5.L.V.2.c	<i>Construct words using knowledge of Greek and Latin roots, root words, and affixes.</i>
3.L.V.2.d	This progression begins in 6 th grade.	4.L.V.2.d	This progression begins in 6 th grade.	5.L.V.2.d	This progression begins in 6 th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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II. BIG IDEA: Vocabulary (V)

Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

STANDARD 3-5.L.V.3: Meaning & Purpose

Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.L.V.3.a	Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases.	4.L.V.3.a	Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.	5.L.V.3.a	Use context (e.g., cause/effect relationships and comparisons in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
3.L.V.3.b	Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings.	4.L.V.3.b	Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.	5.L.V.3.b	Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.
3.L.V.3.c	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	4.L.V.3.c	Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly).	5.L.V.3.c	Distinguish shades of meaning among related words, including verbs, adjectives, and/or adverbs, to clarify intended meaning.
3.L.V.3.d	Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.	4.L.V.3.d	Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.	5.L.V.3.d	<i>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.</i>
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.L.V.3.e	Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.	4.L.V.3.e	<i>Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.</i>	5.L.V.3.e	<i>Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

3-5 Texts: Table of Contents & Navigation

I. BIG IDEA: Context

Students describe the influences of purpose and audience on texts.

STANDARD 3-5.T.C.1: Purpose & Audience

Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.

STANDARD 3-5.T.C.2: Authors & Speakers

Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.

II. BIG IDEA: Structure & Style

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

STANDARD 3-5.T.SS.1: Organization

Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

STANDARD 3-5.T.SS.2: Craft

Use language to interpret meaning and craft engaging texts.

III. BIG IDEA: Techniques

Students explain, analyze, and use various techniques to comprehend and shape meaning.

STANDARD 3-5.T.T.1: Narrative Techniques

Explain, analyze, and use narrative techniques to shape understandings.

STANDARD 3-5.T.T.2: Expository Techniques

Explain, analyze, and use expository techniques to shape understandings.

STANDARD 3-5.T.T.3: Opinion Techniques

Explain, analyze, and use opinion techniques to shape understandings.

STANDARD 3-5.T.T.4: Poetic Techniques

Explain, analyze, and use poetic techniques to shape understandings.

IV. BIG IDEA: Research & Analysis

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

STANDARD 3-5.T.RA.1: Research & Inquiry

Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

STANDARD 3-5.T.RA.2: Curating Sources & Evidence

Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

3-5 Context: Table of Contents & Navigation

I. BIG IDEA: Context (C)

Students describe the influences of purpose and audience on texts.

[STANDARD 3-5.T.C.1: Purpose & Audience](#)

Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.

[STANDARD 3-5.T.C.2: Authors & Speakers](#)

Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.

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I. BIG IDEA: Context (C)					
Students describe the influences of purpose and audience on texts.					
STANDARD 3-5.T.C.1: Purpose & Audience					
Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.C.1.a	Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text.	4.T.C.1.a	Determine audience and explain the development of the purpose across a text.	5.T.C.1.a	Determine audience and identify multiple purposes found across a text.
3.T.C.1.b	Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect.	4.T.C.1.b	Classify various texts by mode and describe how the author's choice of mode influences audiences and contributes to the overall purpose and effect.	5.T.C.1.b	<i>Classify various texts by mode and describe how the author's choice of mode influences audiences and contributes to the overall purpose and effect.</i>
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.C.1.c	Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.	4.T.C.1.c	<i>Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.</i>	5.T.C.1.c	<i>Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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I. BIG IDEA: Context (C)					
Students describe the influences of purpose and audience on texts.					
STANDARD 3-5.T.C.2: Authors & Speakers					
Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.C.2.a	Describe different perspectives of the narrator or speakers and distinguish them from their own.	4.T.C.2.a	Compare and contrast the perspectives of different narrators or speakers in a text.	5.T.C.2.a	Describe how a narrator or speaker's perspective influences the text.
3.T.C.2.b	This progression begins in 6 th grade.	4.T.C.2.b	This progression begins in 6 th grade.	5.T.C.2.b	This progression begins in 6 th grade.
3.T.C.2.c	With adult support, identify the context in which a text is written (e.g., time period, individual, situational).	4.T.C.2.c	Identify the ways in which the author indicates the context in which a text is written (e.g., time period, individual, situational).	5.T.C.2.c	Make inferences about the context in which the text is written (e.g., time period, individual, situational).
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.C.2.d	This progression begins in 6 th grade.	4.T.C.2.d	This progression begins in 6 th grade.	5.T.C.2.d	This progression begins in 6 th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

3-5 Structure & Style: Table of Contents & Navigation

II. BIG IDEA: Structure & Style (SS)

Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

[STANDARD 3-5.T.SS.1: Organization](#)

Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.

[STANDARD 3-5.T.SS.2: Craft](#)

Use language to interpret meaning and craft engaging texts.

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II. BIG IDEA: Structure & Style (SS)					
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.					
STANDARD 3-5.T.SS.1: Organization					
Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.SS.1.a	Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section.	4.T.SS.1.a	Compare and contrast the text features (e.g. icons, hyperlinks) and organizational structures (e.g., chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.	5.T.SS.1.a	Describe how text features (e.g., chapter titles, diagrams) and organizational structure (e.g., chapters, problem/solution) function in conjunction to represent ideas and information coherently in texts.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.SS.1.b	Design texts using a variety of text structures and features, according to purpose and audience.	4.T.SS.1.b	<i>Design texts using a variety of text structures and features, according to purpose and audience.</i>	5.T.SS.1.b	<i>Design texts using a variety of text structures and features, according to purpose and audience.</i>
3.T.SS.1.c	Use conjunctions and transition words or phrases, such as <i>although</i> and <i>since</i> , to add cohesion and link ideas and information.	4.T.SS.1.c	Use conjunctions and transition words or phrases, such as <i>similarly</i> and <i>in contrast</i> , to show relationships between ideas and information.	5.T.SS.1.c	<i>Use conjunctions and transition words or phrases, such as similarly and in contrast, to show relationships between ideas and information.</i>
3.T.SS.1.d	Craft related sentences into clear and cohesive paragraphs.	4.T.SS.1.d	Craft related sentences into cohesive paragraphs that follow a chosen structure using transitions.	5.T.SS.1.d	Craft related ideas into cohesive paragraphs that follow a logical structure using transitions.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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II. BIG IDEA: Structure & Style (SS)					
Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.					
STANDARD 3-5.T.SS.2: Craft					
Use language to interpret meaning and craft engaging texts.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.SS.2.a	Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.	4.T.SS.2.a	Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood.	5.T.SS.2.a	Describe the impact of the use of figurative language such as of similes, metaphors, idioms, hyperboles, and personification in response to audience and purpose, in various modes and genres.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.SS.2.b	Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.	4.T.SS.2.b	Use figurative language for intentional effects when expressing ideas or conveying information.	5.T.SS.2.b	<i>Use figurative language for intentional effects when expressing ideas or conveying information.</i>
3.T.SS.2.c	This progression begins in 6 th grade.	4.T.SS.2.c	This progression begins in 6 th grade.	5.T.SS.2.c	This progression begins in 6 th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

3-5 Techniques: Table of Contents & Navigation

III. BIG IDEA: Techniques (T)
Students explain, analyze, and use various techniques to comprehend and shape meaning.
STANDARD 3-5.T.T.1: Narrative Techniques Explain, analyze, and use narrative techniques to shape understandings.
STANDARD 3-5.T.T.2: Expository Techniques Explain, analyze, and use expository techniques to shape understandings.
STANDARD 3-5.T.T.3: Opinion Techniques Explain, analyze, and use opinion techniques to shape understandings.
STANDARD 3-5.T.T.4: Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings.

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III. BIG IDEA: Techniques (T)					
Students explain, analyze, and use various techniques to comprehend and shape meaning.					
STANDARD 3-5.T.T.1: Narrative Techniques					
Explain, analyze, and use narrative techniques to shape understandings.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.T.1.a	Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.	4.T.T.1.a	Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.	5.T.T.1.a	<i>Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.</i>
3.T.T.1.b	Explain how characters, setting, problem, and solution function in the plot.	4.T.T.1.b	Describe how the text's protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.	5.T.T.1.b	Analyze how setting, events, conflict, and characterization contribute to the plot.
3.T.T.1.c	Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.	4.T.T.1.c	Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.	5.T.T.1.c	Explain how a theme is demonstrated through a character's growth or conflict resolution.
3.T.T.1.d	Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures.	4.T.T.1.d	Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.	5.T.T.1.d	Compare and contrast stories in the same genre (e.g., mysteries, adventures) from diverse cultures on their approaches to similar themes and topics.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure.	4.T.T.1.e	Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.	5.T.T.1.e	Apply narrative techniques (e.g., character, setting, conflict, climax, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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III. BIG IDEA: Techniques (T)					
Students explain, analyze, and use various techniques to comprehend and shape meaning.					
STANDARD 3-5.T.T.2: Expository Techniques					
Explain, analyze, and use expository techniques to shape understandings.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.T.2.a	Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.	4.T.T.2.a	Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea.	5.T.T.2.a	Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, facts, and key details used to support the main idea.
3.T.T.2.b	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	4.T.T.2.b	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.T.T.2.b	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
3.T.T.2.c	Integrate and explain information from two texts on the same topic in relationship to important points and key details.	4.T.T.2.c	Integrate and classify information from multiple texts on the same topic in relationship to important points and key details.	5.T.T.2.c	Compare and contrast first and secondhand accounts of the same event or topic using primary and/or secondary sources.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.T.2.d	Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section.	4.T.T.2.d	Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.	5.T.T.2.d	<i>Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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III. BIG IDEA: Techniques (T) Students explain, analyze, and use various techniques to comprehend and shape meaning.					
STANDARD 3-5.T.T.3: Opinion Techniques Explain, analyze, and use opinion techniques to shape understandings.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.T.3.a	Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence.	4.T.T.3.a	Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.	5.T.T.3.a	<i>Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author's opinion or claim, supporting reasons, and evidence.</i> This progression resumes as solely argumentative techniques in 6 th grade; students will reinforce skills during 5 th grade.
3.T.T.3.b	This progression begins in 9 th grade.	4.T.T.3.b	This progression begins in 9 th grade.	5.T.T.3.b	This progression begins in 9 th grade.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.	4.T.T.3.c	Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.	5.T.T.3.c	<i>Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.</i> This progression resumes as argumentative techniques in 6 th grade; students will reinforce skills during 5 th grade.
3.T.T.3.d	This progression begins in 9 th grade.	4.T.T.3.d	This progression begins in 9 th grade.	5.T.T.3.d	This progression begins in 9 th grade.

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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III. BIG IDEA: Techniques (T)					
Students explain, analyze, and use various techniques to comprehend and shape meaning.					
STANDARD 3-5.T.T.4: Poetic Techniques					
Explain, analyze, and use poetic techniques to shape understandings.					
3rd Grade Expectations		4th Grade Expectations		5th Grade Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing		<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
3.T.T.4.a	Discuss and explain techniques used to present and design poetry, including rhyme scheme.	4.T.T.4.a	Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick.	5.T.T.4.a	Discuss and explain techniques used to present and design poetry, including rhyme and structure.
<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating		<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
3.T.T.4.b	Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect.	4.T.T.4.b	Apply poetic techniques to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.	5.T.T.4.b	Apply poetic techniques (e.g., rhyme, rhyme scheme, structure) to produce different types of poetry (e.g., free verse, rhymed verse, haiku, limerick).

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DOMAIN: Texts (T)

Students grow in their learning as they purposefully engage with texts.

3-5 Research & Analysis: Table of Contents & Navigation

IV. BIG IDEA: Research & Analysis (RA)

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

[STANDARD 3-5.T.RA.1: Research & Inquiry](#)

Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.

[STANDARD 3-5.T.RA.2: Curating Sources & Evidence](#)

Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.

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IV. BIG IDEA: Research & Analysis (RA)					
Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.					
STANDARD 3-5.RA.1: Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.					
3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
<i>Interpreting Texts</i> Reading Listening Viewing		<i>Interpreting Texts</i> Reading Listening Viewing		<i>Interpreting Texts</i> Reading Listening Viewing	
3.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.	4.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information.	5.T.RA.1.a	Generate questions about a self-selected topic of interest to be researched, asking probing questions to compare and contrast related topics.
3.T.RA.1.b	Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.	4.T.RA.1.b	Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.	5.T.RA.1.b	<i>Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.</i>
<i>Constructing Texts</i> Writing Speaking Creating		<i>Constructing Texts</i> Writing Speaking Creating		<i>Constructing Texts</i> Writing Speaking Creating	
3.T.RA.1.c	Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic.	4.T.RA.1.c	Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.	5.T.RA.1.c	<i>Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.</i>

NOTE: *Italicized* expectations are introduced in an earlier grade and should be continued in the current grade at a higher level of complexity.

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IV. BIG IDEA: Research & Analysis (RA)

Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

STANDARD 3-5.RA.2: Curating Sources & Evidence

Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.

3 rd Grade Expectations		4 th Grade Expectations		5 th Grade Expectations	
<i>Interpreting Texts</i> Reading Listening Viewing		<i>Interpreting Texts</i> Reading Listening Viewing		<i>Interpreting Texts</i> Reading Listening Viewing	
3.T.RA.2.a	Refer to specific passages from a text to support an idea, answer, or opinion.	4.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion.	5.T.RA.2.a	Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.
3.T.RA.2.b	Determine what makes a source text credible and relevant and identify examples.	4.T.RA.2.b	Determine the credibility and relevance of a source text based on known information about the author and/or organization.	5.T.RA.2.b	Determine credibility and relevance by assessing the strengths and weaknesses of source texts to support a topic or message.
<i>Constructing Texts</i> Writing Speaking Creating		<i>Constructing Texts</i> Writing Speaking Creating		<i>Constructing Texts</i> Writing Speaking Creating	
3.T.RA.2.c	This progression begins in 5 th grade.	4.T.RA.2.c	This progression begins in 5 th grade.	5.T.RA.2.c	Use basic parenthetical citations to credit the source used.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Note: This domain is designed so that students will continuously cultivate key practices that will sustain their literacy endeavors throughout their K-12 education experiences and beyond. The standards and expectations for Practices are exactly that—*practices* for students to develop throughout the years. When students are in earlier grades, they will engage in these practices with simpler and shorter texts and will benefit from more guidance and support than they will in later grades. When instruction is designed with these practices in mind, teachers will often engage in these practices *with* their students as active consumers and producers of texts themselves. Sometimes, students will cultivate these practices one at a time; often, they will incorporate more than one practice as they interpret and construct a range of texts for a variety of purposes. The Practices domain is focused primarily on the relationship between reading and writing print and digital texts; however, listening, viewing, speaking, and creating multimodal texts are integral to the development of each practice.

Practices: Table of Contents & Navigation

<u>I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)</u>
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.
<u>STANDARD K-12.P.EICC.1: Reader & Writer Identity</u> Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.
<u>STANDARD K-12.P.EICC.2: Engagement & Intention</u> Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.
<u>STANDARD K-12.P.EICC.3: Comprehension Strategies</u> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.
<u>STANDARD K-12.P.EICC.4: Writing Processes</u> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.
<u>II. BIG IDEA: Situating Texts: Author, Audience, Context, & Purpose (ST)</u>
Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
<u>STANDARD K-12.P.ST.1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
<u>STANDARD K-12.P.ST.2: Author, Audience, & Purpose</u> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

<u>III. BIG IDEA: Author's Craft (AC)</u> Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
<u>STANDARD K-12.P.AC.1: Reading like a Writer</u> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
<u>STANDARD K-12.P.AC.2: Writing like a Reader</u> Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
<u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.
<u>IV. BIG IDEA: Collaboration & Presentation (CP)</u> Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
<u>K-12.P.CP.1: Collaboration</u> Collaborate with others to accomplish shared goals and projects.
<u>K-12.P.CP.2: Presentation</u> Use presentation skills to tailor communication to target audiences for specific purposes.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition: Table of Contents & Navigation

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

[STANDARD K-12.P.EICC.1: Reader & Writer Identity](#)

Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

[STANDARD K-12.P.EICC.2: Engagement & Intention](#)

Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

[STANDARD K-12.P.EICC.3: Comprehension Strategies](#)

Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.

[STANDARD K-12.P.EICC.4: Writing Processes](#)

Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.1: Reader & Writer Identity

Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12 Expectations

Expectations for Interpreting & Constructing Texts
Reading | Listening | Viewing | Writing | Speaking | Creating

K-12.P.EICC.1.a	Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
K-12.P.EICC.1.b	Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
K-12.P.EICC.1.c	Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
K-12.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
K-12.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
K-12.P.EICC.1.f	Develop independence and autonomy as a reader and writer.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.2: Engagement & Intention

Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

K-12 Expectations*Expectations for Interpreting & Constructing Texts*

Reading | Listening | Viewing | Writing | Speaking | Creating

K-12.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
K-12.P.EICC.2.b	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
K-12.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.
K-12.P.EICC.2.d	Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
K-12.P.EICC.2.e	Consume and produce texts in order to solve problems or influence decisions.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)

Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

STANDARD K-12.P.EICC.3: Comprehension Strategies

Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.

K-12 Expectations*Expectations for Interpreting Texts*

Reading | Listening | Viewing

K-12.P.EICC.3.a	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
K-12.P.EICC.3.b	Scan and skim the text, making note of structures and sections that might be most useful.
K-12.P.EICC.3.c	Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
K-12.P.EICC.3.d	Summarize and visualize sections of the text to maintain understanding.
K-12.P.EICC.3.e	Make and track predictions about the events and information likely to come next.
K-12.P.EICC.3.f	Make, track, and support inferences about different levels of meaning within the text.
K-12.P.EICC.3.g	Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.

***Comprehension strategies** are tools that students should develop throughout their K-12 education as they work to interpret increasingly complex texts. The effectiveness of these strategies depends largely on the texts themselves, the reasons students engage with them, and the preferences and knowledge bases of individual students. For these reasons, students should receive instruction in a variety of comprehension strategies. Students should learn to select and apply strategies flexibly in order to make sense of the text and accomplish their goals.

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BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)	
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.	
STANDARD K-12.P.EICC.4: Writing Processes	
Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.	
K-12 Expectations	
<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
K-12.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.
K-12.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
K-12.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
K-12.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
K-12.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
K-12.P.EICC.4.f	Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
K-12.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
K-12.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Situating Texts: Table of Contents & Navigation

II. BIG IDEA: Situating Texts (ST) Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.
<u>STANDARD K-12.P.ST.1: Context</u> Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
<u>STANDARD K-12.P.ST.2: Author, Audience, & Purpose</u> Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

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BIG IDEA: Situating Texts (ST)

Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

STANDARD K-12.P.ST.1: Context

Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

K-12 Expectations*Expectations for Interpreting & Constructing Texts*

Reading | Listening | Viewing | Writing | Speaking | Creating

K-12.P.ST.1.a	Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
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K-12.P.ST.1.b	Consider how context impacts the purposes of the author and the audience.
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K-12.P.ST.1.c	Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.
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BIG IDEA: Situating Texts (ST)

Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

STANDARD K-12.P.ST.2: Author, Audience, & Purpose

Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose.

K-12 Expectations*Expectations for Interpreting & Constructing Texts*

Reading | Listening | Viewing | Writing | Speaking | Creating

K-12.P.ST.2.a	Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
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K-12.P.ST.2.b	Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
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K-12.P.ST.2.c	Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Practices: Table of Contents & Navigation

III. BIG IDEA: Author's Craft (AC)
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.
<u>STANDARD K-12.P.AC.1: Reading like a Writer</u> Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.
<u>STANDARD K-12.P.AC.2: Writing like a Reader</u> Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience, and purpose.
<u>STANDARD K-12.P.AC.3: Text Design</u> Consider the impact of text design on audience and purpose when consuming and producing texts across a range of modes and genres.

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BIG IDEA: Author's Craft (AC)	
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.1: Reading like a Writer	
Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.	
K-12 Expectations	
<i>Expectations for Interpreting Texts</i> Reading Listening Viewing	
K-12.P.AC.1.a	Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
K-12.P.AC.1.b	Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
K-12.P.AC.1.c	Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
K-12.P.AC.1.d	Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

BIG IDEA: Author's Craft (AC)	
Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.2: Writing like a Reader	
Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.	
K-12 Expectations	
<i>Expectations for Constructing Texts</i> Writing Speaking Creating	
K-12.P.AC.2.a	Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
K-12.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
K-12.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
K-12.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.

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BIG IDEA: Author’s Craft (AC)	
Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.	
STANDARD K-12.P.AC.3: Text Design	
Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.	
K-12 Expectations	
<i>Expectations for Interpreting & Constructing Texts</i> Reading Listening Viewing Writing Speaking Creating	
K-12.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
K-12.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
K-12.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
K-12.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

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DOMAIN: Practices (P)

Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Collaboration & Presentation: Table of Contents & Navigation

IV. BIG IDEA: Collaboration & Presentation (CP)
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.
<u>K-12.P.CP.1: Collaboration</u> Collaborate with others to accomplish shared goals and projects.
<u>K-12.P.CP.2: Presentation</u> Use presentation skills to tailor communication to target audiences for specific purposes.

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BIG IDEA: Collaboration & Presentation (CP)	
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.1: Collaboration	
Collaborate with others to accomplish shared goals and projects.	
K-12 Expectations	
<i>Expectations for Interpreting & Constructing Texts</i>	
Reading Listening Viewing Writing Speaking Creating	
K-12.P.CP.1.a	Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
K-12.P.CP.1.b	Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
K-12.P.CP.1.c	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

BIG IDEA: Collaboration & Presentation (CP)	
Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	
STANDARD K-12.P.CP.2: Presentation	
Use presentation skills to tailor communication to target audiences for specific purposes.	
K-12 Expectations	
<i>Expectations for Interpreting & Constructing Texts</i>	
Reading Listening Viewing Writing Speaking Creating	
K-12.P.CP.2.a	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.b	Integrate modes and genres most appropriate to purpose and audience.
K-12.P.CP.2.c	Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
K-12.P.CP.2.d	Engage in dialogue with audiences by asking and answering questions.
K-12.P.CP.2.e	Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.

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