



Content Area: English and Language Arts (ELA) – Critical Content
Grade Level: Kindergarten

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Topic: Reading Literature (RL): Range of Reading and Level of Text Complexity

ELA.K.RL.10 Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding and scaffolding as needed (CC.K.RL.10). (Comprehension)

Topic: Reading Informational Text (RI): Range of Reading and Level of Text Complexity

ELA.K.RI.10 Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed (CC.K.RI.10). (Comprehension)

Topic: Reading Foundational Skills (RF): Print Concepts

ELA.K.RF.1 Demonstrate understanding of the organization and basic features of print (CC.K.R.F.1). (Retrieval)
d. Recognize and name all upper- and lowercase letters of the alphabet.

Topic: Reading Foundational Skills (RF): Phonological Awareness

ELA.K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CC.K.R.F.2). (Retrieval)
a. Recognize and produce rhyming words.
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Topic: Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.K.R.F.3). (Analysis)
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
c. Read common high-frequency words by sight.



Topic: Writing (W): Text Types and Purposes

ELA.K.W.1 Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...) (CC.K.W.1). (Analysis)

ELA.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (CC.K.W.2). (Comprehension)

ELA.K.W.3 Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened (CC.K.W.3). (Comprehension)

Topic: Language (L): Conventions of Standard English

ELA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.K.L.1). (Retrieval)

- a. Print many upper- and lowercase letters.
- f. Produce and expand complete sentences in shared language activities.

ELA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.K.L.2). (Retrieval)

- a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I.
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ELA.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (CC.K.L.4). (Analysis)

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Topic: Speaking and Listening (SL): Comprehension and Collaboration

ELA.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (CC.K.SL.1). (Comprehension)

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.



English and Language Arts (ELA) – Critical Content Grade Level: 1st Grade

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Reading Literature (RL): Key Ideas and Details

ELA.1.RL.2 Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson (CC.1.RL.2). (Comprehension)

Reading Informational Text (RI): Key Ideas and Details

ELA.1.RI.2 Identify the main topic or author’s purpose (e.g., to teach or tell us about ...) and retell key details of a text (CC.1.RI.2). (Comprehension)

Reading Foundational Skills (RF): Print Concepts

ELA.1.RF.1 Demonstrate understanding of the organization and basic features of print (CC.1.R.F.1). (Retrieval)

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Reading Foundational Skills (RF): Phonological Awareness

ELA.1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CC.1.R.F.2). (Retrieval)

- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.1.R.F.3 a-g). (Analysis)

- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- g. Recognize and read grade-appropriate irregularly spelled words.



Reading Foundational Skills (RF): Fluency

ELA.1.RF.4 Read with sufficient accuracy and fluency to support comprehension (CC.1.R.F.4 a-c). (Comprehension)

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W): Text Types and Purposes

ELA.1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part) (CC.1.W.1). (Analysis)

ELA.1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared) (CC.1.W.2). (Comprehension)

ELA.1.W.3 Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end) (CC.1.W.3). (Comprehension)

Language (L): Conventions of Standard English

ELA.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.1.L.1 a-j). (Retrieval)

- a. Print all upper- and lowercase letters.
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

ELA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.1.L.2). (Retrieval)

- b. Use end punctuation for sentences.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.



Language (L): Vocabulary Acquisition and Use

ELA.1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (CC.1.L.4). (Analysis)

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Speaking and Listening (SL): Comprehension and Collaboration

ELA.1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (CC.1.SL.1). (Analysis)

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.



English and Language Arts (ELA) – Critical Content 2nd Grade

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Reading Literature (RL): Key Ideas and Details

ELA.2.RL.1 Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of a literary text using key ideas from the text (CC.2.RL.1). (Comprehension)

Reading Literature (RL): Craft and Structure

ELA.2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved (CC.2.RL.5). (Retrieval)

Reading Informational Text (RI): Key Ideas and Details

ELA.2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text (CC.2.RI.1). (Comprehension)

Reading Informational Text (RI): Craft and Structure

ELA.2.RI.5 Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently (CC.2.RI.5). (Retrieval)

Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.2.RF.3). (Analysis)

- c. Decode regularly spelled two-syllable words with long vowels.
- f. Recognize and read grade-appropriate irregularly spelled words.



Reading Foundational Skills (RF): Fluency

ELA.2.RF.4 Read with sufficient accuracy and fluency to support comprehension (CC.2.R.F.4). (Comprehension)

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (W): Text Types and Purposes

ELA.2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion (CC.2.W.1). (Analysis)

ELA.2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus (CC.2.W.2). (Comprehension)

ELA.2.W.3 Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned (CC.2.W.3). (Comprehension)

Writing (W): Research to Build and Present Knowledge

ELA.2.W.8 Recall information from experiences or gather information from provided sources to answer a question (CC.2.W.8). (Retrieval)



Language (L): Conventions of Standard English

ELA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.2.L.1 a-f). (Retrieval)

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (4 part sentence)

ELA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.2.L.2). (Retrieval)

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

Language (L): Vocabulary Acquisition and Use

ELA.2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (CC.2.L.4). (Analysis)

a. Use sentence-level context as a clue to the meaning of a word or phrase.

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

Speaking and Listening (SL): Comprehension and Collaboration

ELA.2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (CC.2.SL.1). (Analysis)

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussions.



English and Language Arts (ELA) – Critical Standards 3rd Grade

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Reading Literature (RL): Key Ideas and Details

ELA.3.RL.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers (CC.3.RL.1). (Analysis)

ELA.3.RL.2 Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures (CC.3.RL.2). (Comprehension)

ELA.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem) (CC.3.RL.3). (Comprehension)

Reading Informational Text (RI): Key Ideas and Details

ELA.3.RI.1 Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers (CC.3.RI.1). (Analysis)

ELA.3.RI.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea (CC.3.RI.2). (Comprehension)

Topic: Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.3.RI.3). (Analysis)

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words; d. Read grade-appropriate irregularly spelled words.



Reading Foundational Skills (RF): Fluency

ELA.3.RF.4 Read with sufficient accuracy and fluency to support comprehension (CC.3.R.F.4).
(Comprehension)

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Writing (W): Text Types and Purposes

ELA.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can) (CC.3.W.1). (Analysis)

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.
- b. Provide reasons that support the opinion.
- c. Link opinion and reasons using words and phrases.
- d. Provide a concluding statement or section that reinforces or restates the opinion.

ELA.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly (CC.3.W.2). (Analysis)

- a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, details, and explanations that support the focus.
- c. Use linking words and phrases to connect ideas within categories of information.
- d. Provide a concluding statement or section that paraphrases the focus of the text.

ELA.3.W.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology) (CC.3.W.3). (Analysis)

- a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.
- c. Use transitional words and phrases to signal event sequences (e.g., later, soon after).
- d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).

Writing (W): Production and Distribution of Writing

ELA.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (CC.3.W.5). (Analysis)



Language (L): Conventions of Standard English

ELA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.3.L.1). (Retrieval)

- a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences

ELA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.3.L.2). (Retrieval)

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.



Language (L): Vocabulary Acquisition and Use

ELA.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies (CC.3.L.4). (Retrieval)

- a. Use a sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

ELA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings (CC.3.L.5). (Analysis)

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).

Speaking and Listening (SL): Comprehension and Collaboration

ELA.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly (CC.3.SL.1). (Analysis)

- a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.



English and Language Arts (ELA) – Critical Standards 4th Grade

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Reading Literature (RL): Key Ideas and Details

ELA.4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CC.4.RL.1). (Analysis)

ELA.4.RL.2 Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved (CC.4.RL.2). (Comprehension)

ELA.4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions) (CC.4.RL.3). (Comprehension)

Reading Informational Text (RI): Key Ideas and Details

ELA.4.RI.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text (CC.4.RI.1). (Analysis)

ELA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate (CC.4.RI.1). (Comprehension)

ELA.4.RI.3 Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text (CC.4.RI.3). (Analysis)

Reading Informational Text (RI): Craft and Structure

ELA.4.RI.5 Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (CC.4.RI.5). (Retrieval)



Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.4.RF.3). (Analysis)

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading Foundational Skills (RF): Fluency

ELA.4.RF.4 Read with sufficient accuracy and fluency to support comprehension (CC.4.RF.4). (Comprehension)

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Writing (W): Text Types and Purposes

ELA.4.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ___)
(CC.4.W.1). (Analysis)

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section that reinforces or restates the opinion presented.

ELA.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly (CC.4.W.2). (Analysis)

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.



ELA.4.W.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology) (CC.4.W.3). (Analysis)

- a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.
- c. Use a variety of transitional words and phrases to develop the sequence of events.
- d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Writing (W): Production and Distribution of Writing

ELA.4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4) (CC.4.W.5). (Analysis)

Language (L): Conventions of Standard English

ELA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.4.L.1). (Retrieval)

- a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).



ELA.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.4.L.2). (Retrieval)

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Language (L): Vocabulary Acquisition and Use

ELA.4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (CC.4.L.4). (Analysis)

- a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

ELA.4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CC.4.L.5). (Analysis)

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).



Speaking and Listening (SL): Comprehension and Collaboration

ELA.4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly (CC.4.SL.1). (Analysis)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. 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.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



English and Language Arts (ELA) – Critical Standards 5th Grade

Critical standards represent the basics a student must learn to be able to reach high levels of learning, allow teachers and schools to target ‘must know’ skills to support individual students (non-negotiable skills), but do not represent all that we are going to teach.

Reading Literature (RL): Key Ideas and Details

ELA.5.RL.1 Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CC.5.RL.1). (Analysis)

ELA.5.RL.2 Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence (CC.5.RL.2). (Comprehension)

ELA.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved) (CC.5.RL.3). (Analysis)

Reading Literature (RL): Integration of Knowledge and Ideas

ELA.5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development (CC.5.RL.9). (Analysis)

Reading Informational Text (RI): Key Ideas and Details

ELA.5.RI.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text (CC.5.RI.6). (Analysis)

ELA.5.RI.2 Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate (CC.5.RI.2). (Comprehension)

ELA.5.RI.3 Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (CC.5.RI.3). (Analysis)



Reading Informational Text (RI): Craft and Structure

ELA.5.RI.5 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (CC.5.RI.5). (Analysis)

Reading Foundational Skills (RF): Phonics and Word Recognition

ELA.5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words (CC.5.RF.3). (Analysis)

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Reading Foundational Skills (RF): Fluency

ELA.5.RF.4 Read with sufficient accuracy and fluency to support comprehension (CC.5.RF.4). (Comprehension)

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Writing (W): Text Types and Purposes

ELA.5.W.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (CC.5.W.1). (Analysis)

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).
- d. Provide a concluding statement that reinforces or restates the opinion presented.

ELA.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly (CC.5.W.2). (Analysis)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language & domain-specific vocabulary to inform or explain the topic.
- e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

ELA.5.W.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology) (CC.5.W.3). (Analysis)

- a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.
- c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.
- d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.



Writing (W): Production and Distribution of Writing

ELA.5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (CC.5.W.5). (Analysis)

Language (L): Conventions of Standard English

ELA.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.5.L.1). (Retrieval)

- a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

ELA.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.5.L.2). (Retrieval)

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.



Language (L): Vocabulary Acquisition and Use

ELA.5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (CC.5.L.4). (Analysis)

- a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

ELA.5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CC.5.L.4). (Analysis)

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Speaking and Listening (SL): Comprehension and Collaboration

ELA.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly (CC.5.SL.1). (Analysis)

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.