



Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# ENGLISH LANGUAGE ARTS (ELA)

## Georgia Standards of Excellence (GSE)

### ELEMENTARY Kindergarten – Grade 5

Note: The standards that have been revised are noted in **RED** text.

## ELEMENTARY (K – 5)

### KINDERGARTEN (K)

#### Reading Literary

RL

##### Key Ideas and Details

- ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.
- ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.
- ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

- ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.
- ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).
- ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

##### Integration of Knowledge and Ideas

- ELAGSEKRL7 With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).
- ELAGSEKRL8 (Not applicable to literature).
- ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

##### Range of Reading and Level of Text Complexity

- ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.

#### Reading Informational

RI

##### Key Ideas and Details

- ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.
- ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.

ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

ELAGSEKRI7 **With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).**

ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.

ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

ELAGSEKRI10 **Actively engage in group reading of informational text with purpose and understanding.**

## **Reading Foundation**

**RF**

### **Print Concepts**

ELAGSEKRF1 Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page-by-page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.

- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Phonics and Word Recognition**

- ELAGSEKRF3      **Know and apply grade-level phonics and word analysis skills in decoding words.**
- a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
  - b. Demonstrate basic knowledge of long and short sounds for the given major vowels.
  - c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency**

- ELAGSEKRF4      **Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.**

**Writing W**

**Text Types and Purpose**

- ELAGSEKW1      Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- ELAGSEKW2      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.
- ELAGSEKW3      Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and Distribution of Writing**

- ELAGSEKW4      (*Begins in grade 3*).
- ELAGSEKW5      With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

### **Research to Build and Present Knowledge**

ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSEKW9 (*Begins in grade 4*).

### **Range of Writing**

ELAGSEKW10 (*Begins in grade 3*).

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSEKSL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- 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.

ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.

## Language (L)

### Conventions of Standard English

- ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
  - Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) when speaking.
  - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - Produce and expand complete sentences in shared language activities.

- ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

- ELAGSEKL3 (*begins in grade 2*).

### Vocabulary Acquisition and Use

- ELAGSEKL4 **With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).
  - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- ELAGSEKL5 **With guidance and support from adults, explore word relationships and nuances in word meanings.**
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).\*

- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

ELAGSEKL6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## ELEMENTARY (K – 5)

### GRADE 1

#### Reading Literary

RL

##### Key Ideas and Details

- ELAGSE1RL1 Ask and answer questions about key details in a text.
- ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.

##### Craft and Structure

- ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ELAGSE1RL5 Explain major difference between texts that tell stories and texts that give information.
- ELAGSE1RL6 Identify who is telling the story at various points in a text.

##### Integration of Knowledge and Ideas

- ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.
- ELAGSE1RL8 (Not applicable to literature).
- ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

##### Range of Reading and Level of Text Complexity

- ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### Reading Informational

RI

##### Key Ideas and Details

- ELAGSE1RI1 Ask and answer questions about key details in a text.
- ELAGSE1RI2 Identify the main topic and retell key details of a text.
- ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.



## **Craft and Structure**

- ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- ELAGSE1RI5 Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
- ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## **Integration of Knowledge and Ideas**

- ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.
- ELAGSE1RI8 Identify the reasons an author gives to support points in a text.
- ELAGSE1RI9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## **Range of Reading and Level of Text Complexity**

- ELAGSE1RI10 With prompting and support, read informational texts appropriately complex for grade 1.

## **Reading Foundation**

**RF**

### **Print Concepts**

- ELAGSE1RF1 Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

- ELAGSE1RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## **Phonics and Word Recognition**

- ELAGSE1RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
  - Decode regularly spelled one-syllable words.
  - Know final -e and common vowel team conventions for representing long vowel sounds.
  - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - Decode two-syllable words following basic patterns by breaking the words into syllables.
  - Read words with inflectional endings.

## **Fluency**

- ELAGSE1RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled word.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE1W1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ELAGSE1W3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- ELAGSE1W4 (*Begins in grade 3*).

ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting (graphic organizers).

ELAGSE1W6 **With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.**

### **Research to Build and Present Knowledge**

ELAGSE1W7 Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

ELAGSE1W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSE1W9 *(Begins in grade 4).*

### **Range of Writing**

ELAGSE1W10 *(Begins in grade 3).*

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSE1SL1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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.

ELAGSE1SL2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## Presentation of Knowledge and Ideas

- ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- ELAGSE1SL6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

## Language

L

## Conventions of Standard English

- ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).**
  - Print with appropriate spacing between words and sentences.
- ELAGSE1L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## **Knowledge of Language**

ELAGSE1L3 (begins in grade 2).

## **Vocabulary Acquisition and Use**

ELAGSE1L4 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.

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

ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

ELAGSE1L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).

## ELEMENTARY (K – 5)

### GRADE 2

#### Reading Literary

RL

#### Key Ideas and Details

- ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

- ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
- ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

- ELAGSE2RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- ELAGSE2RL8 (Not applicable to literature).
- ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### Range of Reading and Level of Text Complexity

- ELAGSE2RL10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Key Ideas and Details**

- ELAGSE2RI1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- ELAGSE2RI3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

- ELAGSE2RI4 Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.
- ELAGSE2RI5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ELAGSE2RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

- ELAGSE2RI7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- ELAGSE2RI8 Describe how reasons support specific points the author makes in a text.
- ELAGSE2RI9 Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity**

- ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Print Concepts** Kindergarten and 1st grade only.

**Phonological Awareness** Kindergarten and 1st grade only.

## **Phonics and Word Recognition**

- ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.

## **Fluency**

- ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled words.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE2W1 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 a concluding statement or section.
- ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Production and Distribution of Writing**

- ELAGSE2W4 *(Begins in grade 3).*
- ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- May include prewriting.



ELAGSE2W6 **With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.**

**Research to Build and Present Knowledge**

ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2W9 (*Begins in grade 4*).

**Range of Writing**

ELAGSE2W10 (*Begins in grade 3*).

**Speaking and Listening SL**

**Comprehension and Collaboration**

ELAGSE2SL1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- 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 discussion.

ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL5 **With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.**

ELAGSE2SL6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

**Language**

**L**

**Conventions of Standard English**

ELAGSE2L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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*).
- g. Create documents with legible handwriting.

ELAGSE2L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**

ELAGSE2L3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

**Vocabulary Acquisition and Use**

ELAGSE2L4

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.

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

- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy or juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

ELAGSE2L6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## ELEMENTARY (K – 5)

### GRADE 3

#### Reading Literary

RL

#### Key Ideas and Details

- ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Craft and Structure

- ELAGSE3RL4 **Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.**
- ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.

#### Integration of Knowledge and Ideas

- ELAGSE3RL7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- ELAGSE3RL8 (Not applicable to literature).
- ELAGSE3RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

#### Range of Reading and Level of Text Complexity

- ELAGSE3RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Key Ideas and Details**

- ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

- ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- ELAGSE3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.
- ELAGSE3RI6 Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

- ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity**

- ELAGSE3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Print Concepts** Kindergarten and 1st grade only.

**Phonological Awareness** Kindergarten and 1st grade only.

## **Phonics and Word Recognition**

- ELAGSE3RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes.
  - Decode words with common Latin suffixes.
  - Decode multi-syllable words.
  - ~~Read grade-appropriate irregularly spelled words.~~

## **Fluency**

- ELAGSE3RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - Read grade-appropriate irregularly spelled words.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - Provide a concluding statement or section.
- ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - Provide a concluding statement or section.

ELAGSE3W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

### **Production and Distribution of Writing**

ELAGSE3W4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

ELAGSE3W5

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.)

ELAGSE3W6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

ELAGSE3W7

Conduct short research projects that build knowledge about a topic.

ELAGSE3W8

Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELAGSE3W9

*(Begins in grade 4).*

### **Range of Writing**

ELAGSE3W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Comprehension and Collaboration**

- ELAGSE3SL1 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.
- 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.
  - 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).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion.
- ELAGSE3SL2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELAGSE3SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

- ELAGSE3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ELAGSE3SL5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- ELAGSE3SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

**Conventions of Standard English**

- ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. \*
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns (e.g., *childhood*).
  - 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.
- j. Write legibly in cursive.

ELAGSE3L2

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- 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 spellings.

**Knowledge of Language**

ELAGSE3L3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.\*
- b. Recognize and observe differences between the conventions of spoken and written Standard English.

**Vocabulary Acquisition and Use**

ELAGSE3L4

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the 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*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ELAGSE3L5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal 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 that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

ELAGSE3L6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## ELEMENTARY (K – 5)

### GRADE 4

#### Reading Literary

RL

#### Key Ideas and Details

- ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE4RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- ELAGSE4RL3 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).

#### Craft and Structure

- ELAGSE4RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- ELAGSE4RL5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- ELAGSE4RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### Integration of Knowledge and Ideas

- ELAGSE4RL7 **Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.**
- ELAGSE4RL8 (Not applicable to literature).
- ELAGSE4RL9 Compare and contrast the treatment of 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 different cultures.

#### Range of Reading and Level of Text Complexity

- ELAGSE4RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Key Ideas and Details**

- ELAGSE4RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE4RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- ELAGSE4RI3 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.

**Craft and Structure**

- ELAGSE4RI4 Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- ELAGSE4RI5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- ELAGSE4RI6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Integration of Knowledge and Ideas**

- ELAGSE4RI7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- ELAGSE4RI8 Explain how an author uses reasons and evidence to support particular points in a text.
- ELAGSE4RI9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

- ELAGSE4RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Print Concepts** Kindergarten and 1st grade only.

**Phonological Awareness** Kindergarten and 1st grade only.

**Phonics and Word Recognition**

- ELAGSE4RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**Fluency**

- ELAGSE4RF4 Read with sufficient accuracy and fluency to support 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**

**Text Types and Purpose**

- ELAGSE4W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 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 related to the opinion presented.
- ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- 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 related to the information or explanation presented.

ELAGSE4W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

ELAGSE4W4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE4W5

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.)

ELAGSE4W6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### **Research to Build and Present Knowledge**

ELAGSE4W7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

ELAGSE4W8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

- ELAGSE4W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 4 Reading Standards to literature (e.g., “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]”).
  - b. Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### **Range of Writing**

- ELAGSE4W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

- ELAGSE4SL1 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.
- 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.
- ELAGSE4SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELAGSE4SL3 Identify the reasons and evidence a speaker provides to support particular points.

### **Presentation of Knowledge and Ideas**

- ELAGSE4SL4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- ELAGSE4SL6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)

## Language

L

### Conventions of Standard English

- ELAGSE4L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb aspects.
  - Use helping/linking verbs to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - Form and use prepositional phrases.\*
  - Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.\*
  - Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
  - Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
- ELAGSE4L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

- ELAGSE4L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.\*
  - Choose punctuation for effect.\*



- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### **Vocabulary Acquisition and Use**

- ELAGSE4L4 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.
- a. 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*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELAGSE4L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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).
- ELAGSE4L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## ELEMENTARY (K – 5)

### GRADE 5

#### Reading Literary

RL

#### Key Ideas and Details

- ELAGSE5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE5RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ELAGSE5RL3 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).

#### Craft and Structure

- ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ELAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ELAGSE5RL6 Describe how a narrator’s or speaker’s point of view influences how events are described.

#### Integration of Knowledge and Ideas

- ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- ELAGSE5RL8 (Not applicable to literature).
- ELAGSE5RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Range of Reading and Level of Text Complexity

- ELAGSE5RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Key Ideas and Details**

- ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ELAGSE5RI3 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.

**Craft and Structure**

- ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- ELAGSE5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

- ELAGSE5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
- ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

- ELAGSE5RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Print Concepts** Kindergarten and 1st grade only.

**Phonological Awareness** Kindergarten and 1st grade only.

## **Phonics and Word Recognition**

- ELAGSE5RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

## **Fluency**

- ELAGSE5RF4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing**

**W**

### **Text Types and Purpose**

- ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 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.
  - Provide logically ordered reasons that are supported by facts and details.
  - Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - Provide a concluding statement or section related to the opinion presented.
- ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Provide a concluding statement or section related to the information or explanation presented.

ELAGSE5W3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

### **Production and Distribution of Writing**

ELAGSE5W4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE5W5

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 5.)

ELAGSE5W6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### **Research to Build and Present Knowledge**

ELAGSE5W7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELAGSE5W8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELAGSE5W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply *grade 5 Reading Standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

### **Range of Writing**

ELAGSE5W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Speaking and Listening**

**SL**

### **Comprehension and Collaboration**

ELAGSE5SL1

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.

- 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.

ELAGSE5SL2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELAGSE5SL3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Presentation of Knowledge and Ideas**

- ELAGSE5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ELAGSE5SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- ELAGSE5SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

## **Language**

**L**

### **Conventions of Standard English**

- ELAGSE5L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects.
  - Use verb tense and aspect to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense and aspect.\*
  - Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- ELAGSE5L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use punctuation to separate items in a series.\*
  - Use a comma to separate an introductory element from the rest of the sentence.
  - 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?*).
  - Use underlining, quotation marks, or italics to indicate titles of works.
  - Spell grade-appropriate words correctly, consulting references as needed.

## **Knowledge of Language**

- ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*
  - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## **Vocabulary Acquisition and Use**

- ELAGSE5L4 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.
- a. 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*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- ELAGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- ELAGSE5L6 Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).