

English Language Arts Standards Crosswalk

Following is a crosswalk between the Missouri Learning Standards: Grade Level Expectations and the Dynamic Learning Maps (DLM) Essential Elements.

ABOUT THE MISSOURI LEARNING STANDARDS: The State Board of Education approved the updated Missouri Learning Standards: Grade Level Expectations on April 19, 2016, based on the standards created by work groups of Missouri parents and educators. The revised standards were developed by Missourians for Missouri students. These expectations are challenging, yet attainable, for students in our state. The standards further define our high expectations for what children should know and be able to do in each course and grade level, helping ensure they graduate prepared for college, career, and life.

ABOUT THE DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS: The Dynamic Learning Maps Essential Elements for English language arts are specific statements of knowledge and skills linked to Missouri Learning Standards: Grade Level Expectations. The purpose of the DLM Essential Elements is to build a bridge from the content in the general education English language arts framework to academic expectations for students with the most significant cognitive disabilities.

Kindergarten English Language Arts

MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS	
READING			
1. Develop and apply skills to the reading process.			
R.1.A	A. Comprehension		
K.R.1.A	With assistance, develop and demonstrate reading skills in response to read alouds by:	Not applicable.	Not applicable.
K.R.1.A.a	a. Predicting what might happen next in a text based on the cover, title, and illustrations.	EE.RL.K.7	With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
K.R.1.A.b	b. Asking and responding to questions about texts read aloud.	EE.RL.K.1	With guidance and support, identify details in familiar stories.
K.R.1.A.c	c. Retelling main ideas or important facts from a read aloud or familiar story.	EE.RL.K.2	With guidance and support, identify major events in familiar stories.
K.R.1.A.d	d. Connecting the information and events of a text to experiences.	Not applicable.	Not applicable.
K.R.1.A.e	e. Recognizing beginning, middle, and end.	EE.RL.K.3	With guidance and support, identify characters and settings in a familiar story.
R.1.B	B. Vocabulary		
K.R.1.B	With assistance, develop an understanding of vocabulary by:	EE.L.K.5	Demonstrate emerging understanding of word relationships.
K.R.1.B.a	a. Identifying and sorting pictures of objects into conceptual categories.	EE.L.K.5.a	With guidance and support, sort common objects into familiar categories.
K.R.1.B.b	b. Demonstrating understanding of opposites (antonyms).	EE.L.K.5.b	With guidance and support, demonstrate understanding of frequently occurring opposites.
K.R.1.B.c	c. Distinguishing meaning between verbs describing the same action.	EE.L.K.5.d	With guidance and support, demonstrate an understanding of common verbs.
K.R.1.B.d	d. Using a picture dictionary to find words.	EE.L.K.5.c	With guidance and support, use words to communicate in real-life situations.
K.R.1.B.e	e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	EE.L.K.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

R.1.C	C. Making Connections		
K.R.1.C	With assistance, determine connection between:	Not applicable.	Not applicable.
K.R.1.C.a	a. Text to self (text ideas and own experiences)	Not applicable.	Not applicable.
K.R.1.C.b	b. Text to text (text ideas including similarities and differences in fiction and nonfiction)	EE.RI.K.9	With guidance and support, match similar parts of two familiar texts on the same topic.
R.1.D	D. Independent Text		
K.R.1.D	Read independently for sustained periods of time by:	Not applicable.	Not applicable.
K.R.1.D.a	a. Engaging with text as developmentally appropriate	EE.RL.K.10	With guidance and support, actively engage in shared reading.
		EE.RI.K.10	With guidance and support, actively engage in shared reading of informational text.
2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.			
R.2.A	A. Fiction		
K.R.2.A	With assistance, read, infer, and draw conclusions to:	Not applicable.	Not applicable.
K.R.2.A.a	a. Identify elements of a story, including setting, character, and key events.	EE.RL.K.3	With guidance and support, identify characters and settings in a familiar story.
K.R.2.A.b	b. Retell a main event from stories read aloud and familiar stories.	EE.RL.K.2	With guidance and support, identify major events in familiar stories.
K.R.2.A.c	c. Recognize sensory details and reoccurring phrases.	Not applicable.	Not applicable.
K.R.2.A.d	d. Recognize different types of texts.	EE.RL.K.5	With guidance and support, recognize familiar texts (e.g., storybooks, poems).
K.R.2.A.e	e. Name author and illustrator of a story, and describe how each is telling the story.	EE.RL.K.6	With guidance and support, distinguish between words and illustrations in a story.
K.R.2.A.f	f. Compare and contrast adventures of characters in familiar stories.	EE.RL.K.9	With guidance and support, identify the adventures or experiences of a character in a familiar story.
K.R.2.A.g	g. Ask and answer questions about unknown words in text.	EE.RL.K.4	With guidance and support, indicate when an unknown word is used in a text.
R.2.B	B. Poetry		
K.R.2.B.a	With assistance, read, infer and draw conclusions to:	EE.RF.K.2.a	With guidance and support, recognize rhyming words.
	a. Respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds.		

R.2.C	C. Drama		
K.R.2.C.a	With assistance, read, infer, and draw conclusions to: a. Identify characters in a puppet play or performance by actors.	EE.RL.K.3	With guidance and support, identify characters and settings in a familiar story.
3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
R.3.A	A. Text Features		
K.R.3.A	With assistance, read, infer, and draw conclusions to:	Not applicable.	Not applicable.
K.R.3.A.a	a. Identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.	EE.RI.K.7	With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
K.R.3.A.b	b. Use titles and illustrations to make predictions about text.	EE.RI.K.6	With guidance and support, distinguish between words and illustrations in an informational text.
K.R.3.A.c	c. Identify text features.	EE.RI.K.5	With guidance and support, identify the front cover of a book.
K.R.3.A.d	d. Identify the meaning of environmental print.	Not applicable.	Not applicable.
R.3.B	B. Literacy Techniques		
K.R.3.B.a	With assistance, read, infer, and draw conclusions to: a. Respond to examples of sensory details.	Not applicable.	Not applicable.
R.3.C	C. Text Structures		
K.R.3.C	With assistance, read, infer and draw conclusions to:	Not applicable.	Not applicable.
K.R.3.C.a	a. Ask and answer questions to clarify meaning.	EE.RI.K.1	With guidance and support, identify a detail in a familiar text.
K.R.3.C.b	b. Identify basic similarities and differences between two texts on the same topic.	EE.RI.K.9	With guidance and support, match similar parts of two familiar texts on the same topic.
K.R.3.C.c	c. Name the main topic, and recall key details of the text.	EE.RI.K.2	With guidance and support, identify the topic of a familiar text.
K.R.3.C.d	d. Ask and answer questions about unknown words in a text.	EE.RL.K.4	With guidance and support, indicate when an unknown word is used in a text.
4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.			
R.4.A	A. Digital and Media Literacy.		
K.R.4.A	With assistance, develop an awareness of media literacy by:	Not applicable.	Not applicable.
K.R.4.A.a	a. Identifying different forms of media.	Not applicable.	Not applicable.
K.R.4.A.b	b. Identifying techniques used in media.	Not applicable.	Not applicable.

READING FOUNDATIONS			
1. Understand how English is written and read.			
RF.1.A	A. Print Awareness.		
K.RF.1.A	Develop print awareness in the reading process by:	Not applicable.	Not applicable.
K.RF.1.A.a	a. Identifying all upper and lower case letters.	Not applicable.	Not applicable.
K.RF.1.A.b	b. Sequencing the letters of the alphabet.	Not applicable.	Not applicable.
K.RF.1.A.c	c. Demonstrating books are read left to right, top to bottom.	EE.RF.K.1.a	With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
K.RF.1.A.d	d. Demonstrating that written words are made up of different letters.	EE.RF.K.1.b	Not applicable.
K.RF.1.A.e	e. Knowing that a sentence is comprised of a group of words separated by spaces.	EE.RF.K.1.c	Not applicable.
K.RF.1.A.f	f. Demonstrating one-to-one correspondence between spoken words and written words.	EE.RF.K.2:	Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
2. Understand how English is written and read.			
RF.2.A	A. Phonemic Awareness.		
K.RF.2.A.	Develop phonemic awareness in the reading process by:	EE.RF.K.2	Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes)
K.RF.2.A.a	a. Identifying sounds in spoken words	Not applicable.	Not applicable.
K.RF.2.A.b	b. Producing rhymes in response to spoken words.	EE.RF.K.2.a	With guidance and support, recognize rhyming words.
K.RF.2.A.c	c. Distinguishing orally presented rhyming pairs of words from non-rhyming pairs.		
K.RF.2.A.d	d. Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound.	Not applicable	Not applicable.
K.RF.2.A.e	e. Blending spoken onsets and rimes to form simple words.	EE.RF.K.2.c	With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
K.RF.2.A.f	f. Blending spoken phonemes to form one syllable words.	EE.RF.K.2.c	With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
K.RF.2.A.g	g. Isolating the initial, medial, and final sounds in spoken words.	Not applicable.	Not applicable.
K.RF.2.A.h	h. Segmenting spoken words into 2 or 3 phonemes.		

3. Understand how English is written and read.			
RF.3.A	A. Phonics		
K.RF.3.A	Develop phonics in the reading process by:	Not applicable.	Not applicable.
K.RF.3.A.a	a. Producing and writing letter(s) for most short vowel and consonant sounds.	EE.RF.K.3.a	With guidance and support, recognize first letter of own name in print.
		EE.L.K.2.c	Not applicable.
		EE.RF.K.3.b	Not applicable.
K.RF.3.A.b	b. Reading high frequency words.	EE.RF.K.3.c	With guidance and support, recognize environmental print.
K.RF.3.A.c	c. Blending letter sounds to decode simple words.	EE.RF.K.2.c	With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
K.RF.3.A.d	d. Recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.	Not applicable.	Not applicable.
4. Understand how English is written and read.			
RF.4.A	A. Fluency		
K.RF.4.A	Read with support, appropriate texts with purpose and understanding.	EE.RF.K.4	Engage in purposeful shared reading of familiar text.
WRITING			
1. Apply a writing process to develop a text for audience and purpose.			
W.1.A	A. Prewriting		
K.W.1.A.a	Follow a writing process, with assistance, to generate a writing plan through: a. Using pictures, oral language, or written letters and/or words.	Not applicable.	Not applicable.
W.1.B	B. Draft		
K.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: a. Sequencing the actions or details through letters, words, and pictures.	Not applicable.	Not applicable.
W.1.C	C. Revise/Edit		
K.W.1.C	Reread, revise, and edit drafts, with assistance from adults/peers to: a. Respond to questions and suggestions, adding detail to strengthen writing.	EE.W.K.5	Not applicable (begins in grade 1).
K.W.1.C.b	b. Edit by leaving spaces between words in a sentence.	EE.RF.K.1.c	Not applicable.

W.1.D	D. Produce/Publish and Share Writing		
K.W.1.D.a	With assistance from adults/peers: a. Explore a variety of conventional/digital tools to produce and publish writing.	EE.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
2. Compose well-developed writing texts for audience and purpose.			
W.2.A	A. Opinion/Argumentative		
K.W.2.A	With assistance, draw/write opinion texts that:	EE.W.K.1	With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
K.W.2.A.a	a. Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.		
K.W.2.A.b	b. Give logical reasons for suggesting that others follow a particular course of action or line of thinking.	Not applicable.	Not applicable.
K.W.2.A.c	c. Use words that are related to the topic.	Not applicable.	Not applicable.
W.2.B	B. Informative/Explanatory		
K.W.2.B	With assistance, draw or write informative/explanatory texts that:	EE.W.K.2	With guidance and support, select a familiar topic and use drawing, dictating or writing to share information about the topic.
K.W.2.B.a	a. Use a combination of drawing and/or writing to name and inform about a topic or text they are learning in school.		
K.W.2.B.b	b. Use words that are related to the topic.	Not applicable.	Not applicable.
W.2.C	C. Narrative/Literacy		
K.W.2.C	With assistance, draw or write fiction or non-fiction narratives and poems that:	EE.W.K.3	With guidance and support, select an event and use drawing, dictating or writing and share information about it.
K.W.2.C.a	a. Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined.		
K.W.2.C.b	b. Tell the reader about a character or personal event.		
K.W.2.C.c	c. Place events in the order they occurred.		
K.W.2.C.d	d. Use words that are related to the topic.	Not applicable.	Not applicable.
K.W.2.C.e	e. Provide a reaction to what happened in the events.	EE.W.K.3	With guidance and support, select an event and use drawing, dictating, or writing and share information about it.

3. Gather, analyze, evaluate and use information from a variety of sources.			
W.3.A	A. Research Process		
K.W.3.A	With assistance, apply research process to:	EE.W.K.7	With guidance and support, participate in shared research and writing objects.
K.W.2.A.a	a. Generate a list of open-ended questions about topics of class interest.	Not applicable.	Not applicable.
K.W.2.A.b	b. Decide what sources or people in the classroom, school, library, or home can answer their questions.	Not applicable.	Not applicable.
K.W.2.A.c	c. Gather evidence from sources.	EE.W.K.8	With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
K.W.2.A.d	d. Use pictures in conjunction with writing when documenting research.	Not applicable.	Not applicable.
LANGUAGE			
1. Communicate using conventions of English language.			
L.1.A	A. Grammar		
K.L.1.A	In speech and written form, apply standard English grammar to:	EE.L.K.1	Demonstrate emerging understanding of letter and word use.
K.L.1.A.a	a. Identify naming words (nouns) and action words (verbs).	EE.L.K.1.b	With guidance and support, use frequently occurring nouns in communication.
K.L.1.A.b	b. Use plural nouns when speaking.	EE.K.L.1.c	With guidance and support, use frequently occurring plural nouns
K.L.1.A.c	c. Express time and space.	EE.K.L.1.e	With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>
K.L.1.A.d	d. Demonstrate the use of complete sentences in shared language activities.	EE.K.L.1.f	With guidance and support, link two or more words together in communication.
K.L.1.A.e	e. Use question words in sentences.	EE.K.L.1.d	With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.
L.1.B	B. Punctuation, Capitalization, Spelling		
K.L.1.B	In written text:	EE.L.K.2	Not applicable.
K.L.1.B.a	a. Print in upper and lower case letters.	EE.L.K.1.a	With guidance and support distinguish between letters and other symbols or shapes.
K.L.1.B.b	b. Recognize that a sentence ends with punctuation marks.	Not applicable.	Not applicable.
K.L.1.B.c	c. Capitalize own first and last name.	Not applicable.	Not applicable.
K.L.1.B.d	d. Capitalize first word in a sentence.	EE.L.K.2.a	Not applicable.
K.L.1.B.e	e. Capitalize the pronoun <i>I</i> .		
K.L.1.B.f	f. Write and name the printed letters that match the sound.	EE.L.K.2.c	Not applicable.

K.L.1.B.g	g. Use inventive spelling with beginning, final, and medial sounds.	EE.L.K.2.d	Not applicable.
K.L.1.B.h	h. Write and name letters for consonants and vowel sounds.	EE.LK.2.c	Not applicable.
K.L.1.B.i	i. Use correct spelling of own first and last names.	Not applicable.	Not applicable.
SPEAKING/LISTENING			
1. Listen for a purpose.			
SL.1.A	A. Purpose		
K.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.K.1	Participate in conversations with others.
K.SL.1.A.a	a. Following classroom listening rules.	EE.SL.K.1.a	Communicate directly with supportive adults or peers.
K.SL.1.A.b	b. Continue a conversation through multiple exchanges.	EE.SL.K.1.b	Participate in multiple-turn communication exchange with support from adults.
K.SL.1.A.c	c. Following one-step instructions, according to classroom expectations.	Not applicable.	Not applicable.
2. Listen for entertainment.			
SL.2.A	A. Entertainment		
K.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. Demonstrating active listening, according to classroom expectations.	EE.SL.K.1.a	Communicate directly with supportive adults or peers.
3. Speak effectively in collaborative discussions.			
SL.3.A	A. Collaborative Discussions.		
K.SL.3.A	Speak clearly using conventions of language when presenting individually or with a group by:	EE.SL.K.1	Participate in conversations with others.
K.SL.3.A.a	a. Taking turns speaking, according to classroom expectations.	EE.SL.K.1.a	Communicate directly with supportive adults or peers.
K.SL.3.A.b	b. Continue a conversation through multiple exchanges.	EE.SL.K.1.b	Participate in multiple-turn communication exchange with support from adults.
K.SL.3.A.c	c. Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media.	EE.SL.K.2	Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.

4. Speak effectively when presenting.			
SL.4.A	A. Presenting		
K.SL.4.A	Speak clearly, audibly using conventions of language when presenting individually or with a group by:	EE.SL.K.6	With guidance and support, communicate thoughts, feelings, and ideas.
K.SL.4.A.a	a. Describe personal experiences using a prop, picture, or other visual aide.	EE.SL.K.4	With guidance and support, identify familiar people, places, things, and events.
		EE.SL.K.5	With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
K.SL.4.A.b	b. Speaking in complete sentences.	EE.SL.K.6	With guidance and support, communicate thoughts, feelings, and ideas.

1st Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS	
READING			
1. Develop and apply skills to the reading process.			
R.1.A	A. Comprehension		
1.R.1.A	Develop and demonstrate reading skills in response to reading text and read alouds by:	Not applicable.	Not applicable.
1.R.1.A.a	a. Predicting what will happen next using prior knowledge.	Not applicable.	Not applicable.
1.R.1.A.b	b. Asking and responding to relevant questions.	EE.RL.1.1	Identify details in familiar stories.
1.R.1.A.c	c. Seeking clarification and locating facts and details about stories and other texts.		
1.R.1.A.d	d. Retelling main ideas in sequence including key details.	EE.RL.1.2	With guidance and support, recount major events in familiar stories.
		EE.RI.1.2	With guidance and support, identify details related to the topic of a text.
1.R.1.A.e	e. Recognizing beginning, middle, and end.	EE.RL.1.3	Identify characters and settings in a familiar story.
1.R.1.A.f	f. Monitoring comprehension and making corrections and adjustments when that understanding breaks down.	Not applicable.	Not applicable.
R.1.B	B. Vocabulary		
1.R.1.B	Develop an understanding of vocabulary by:	EE.L.1.4	Demonstrate emerging knowledge of word meanings.
		EE.L.1.5	Demonstrate emerging understanding of word relationships.
1.R.1.B.a	a. Use common affixes to figure out the meaning of a word.	EE.L.1.4.b	Not applicable.
1.R.1.B.b	b. Identify common root words and their inflectional endings.	EE.L.1.4.c	Not applicable.
1.R.1.B.c	c. Identifying words that name actions and words that name persons, places, or things.	EE.L.1.5.c	With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
1.R.1.B.d	d. Recognizing that compound words are made up or shorter words.	EE.L.1.4	Demonstrate emerging knowledge of word meanings.
1.R.1.B.e	e. Determining what words mean from how they are used in context of a sentence either heard or read.	EE.L.1.4.a	Demonstrate understanding of words used in every day routines.
1.R.1.B.f	f. Sorting words into conceptual categories.	EE.L.1.5.a	With guidance and support, sort common objects into familiar categories.
		EE.L.1.5.b	With guidance and support, identify attributes of familiar words.

1.R.1.B.g	g. Distinguishing shade of meaning among verbs and adjectives.	Not applicable.	Not applicable.
1.R.1.B.h	h. Locating words in a dictionary.	Not applicable.	Not applicable.
1.R.1.B.i	i. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	EE.L.1.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
R.1.C	C. Making Connections		
1.R.1.C.a	Determine connection between: a. Text to text (text ideas including similarities and differences in fiction and nonfiction).	EE.RL.1.9	With guidance and support identify adventures or experiences of characters in a story as same or different.
		EE.RI.1.9	With guidance and support, match similar parts of two texts on the same topic.
R.1.D	D. Independent Text		
1.R.1.D	Read independently for multiple purposes over sustained periods of time by:	Not applicable.	Not applicable.
1.R.1.D.a	a. Engaging with and reading text that is developmentally appropriate.	EE.RL.1.10	With guidance and support, actively engage in shared reading for a clearly stated purpose.
		EE.RI.1.10	Actively engage in shared reading of informational text.
1.R.1.D.b	b. Producing evidence of reading.	Not applicable.	Not applicable.
2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.			
R.2.A	A. Fiction		
1.R.2.A	Read, infer, analyze, and draw conclusions to:	Not applicable.	Not applicable.
1.R.2.A.a	a. Describe characters, setting, problem, solution, and events in logical sequences.	EE.RL.1.3	Identify characters and setting in a familiar story.
1.R.2.A.b	b. Describe the main idea of a story.	EE.RL.1.2	With guidance and support, recount major events in familiar stories.
1.R.2.A.c	c. Describe sensory details.	EE.RL.1.4	With guidance and support, identify sensory or feeling words in a familiar story
1.R.2.A.d	d. Explain recurring phrases and why they are used.	Not applicable.	Not applicable.
1.R.2.A.e	e. Explain the actions of the main character and the reason for those actions.	EE.RL.1.3	Identify characters and settings in a familiar story.
1.R.2.A.f	f. Identify who is telling the story.	EE.RL.1.6	With guidance and support, identify a speaker within a familiar story.

1.R.2.A.g	g. Compare and contrast adventures and experiences of characters in stories.	EE.RL.1.9	With guidance and support, identify adventures or experiences of characters in a story as same or different.
		EE.RL.1.7	Identify illustrations or objects/actual information that go with a familiar story.
R.2.B	B. Poetry		
1.R.2.B.a	Read, infer and draw conclusions to: a. Use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds.	EE.RF.1.2.a	Recognize rhyming words.
R.2.C	C. Drama		
1.R.2.C	Read, infer and draw conclusions to:	Not applicable.	Not applicable.
1.R.2.C.a	a. Identify characters and dialogue in plays or performances by actors.	EE.RL.1.7	Identify illustrations or objects/actual information that go with a familiar story.
1.R.2.C.b	b. Recognize sensory details in literary texts.	EE.RL.1.4	With guidance and support, identify sensory or feeling words in a familiar story.
3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
R.3.A	A. Text Features		
1.R.3.A	Read, infer and draw conclusions to:	Not applicable.	Not applicable.
1.R.3.A.a	a. Use text features to restate the main idea.	EE.RI.1.5	Locate the front cover, back cover, and title page of a book.
		EE.RI.1.2	With guidance and support, identify details related to the topic of a text.
1.R.3.A.b	b. Explain facts or details using text features and distinguish between what facts were provided by pictures and what facts were conveyed by words.	EE.RI.1.6	Distinguish between words and illustrations in a text.
1.R.3.A.c	c. Use text features to locate specific information in text.	EE.RI.1.7	Identify illustrations or objects/actual information that go with a familiar text.
1.R.3.A.d	d. Follow written multi-step directions with picture cues to assist with understanding	Not applicable.	Not applicable.
R.3.B	B. Literary Techniques		
1.R.3.B	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.
1.R.3.B.a	a. Distinguish between fiction and nonfiction.	EE.RL.1.5	With guidance and support, identify a text as telling a story.
1.R.3.B.b	b. Identify examples of sensory details.	EE.RL.1.4	With guidance and support, identify sensory or feeling words in a familiar story.

R.3.C	C. Text Structures		
1.R.3.C	Read, infer and draw conclusions to:	Not applicable.	Not applicable.
1.R.3.C.a	a. Ask and answer questions to clarify meaning.	EE.RI.1.1	Identify details in familiar text.
1.R.3.C.b	b. Identify main ideas and provide supporting details.	EE.RI.1.2	With guidance and support, identify details related to the topic of a text.
1.R.3.C.c	c. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	EE.RI.1.3	Identify individuals, events, or details in a familiar informational text.
1.R.3.C.d	d. Identify the reasons an author gives to support points in a text.	EE.RI.1.8	Identify points the author makes in a familiar informational text.
1.R.3.C.e	e. Identify similarities and differences between texts on the same topic.	EE.RI.1.9	With guidance and support, match similar parts of two texts on the same topic.
4. Comprehend and analyze words, images, graphics, and sound in various media and digital forms to impact meaning.			
R.4.A	A. Digital and Media Literacy		
1.R.4.A	With assistance, develop an awareness of media literacy by:	Not applicable.	Not applicable.
1.R.4.A.a	a. Distinguishing purposes of media.	Not applicable.	Not applicable.
1.R.4.A.b	b. Explaining techniques used in media.	Not applicable.	Not applicable.
READING FOUNDATIONS			
1. Understand how English is written and read.			
RF.1.A	A. Print Awareness		
1.RF.1.A	Develop print awareness in the reading process by:	EE.RF.1.1	Demonstrate emerging understanding of the organization of print.
1.RF.1.A.a	a. Recognizing that sentences are comprised of words separated by spaces.	EE.RF.1.1.c	Not applicable.
1.RF.1.A.b	b. Recognizing the distinguishing features of a sentence.	EE.L.1.2.a	With guidance and support during shared writing, put a period at the end of a sentence.
2. Understand how English is written and read.			
RF.2.A	A. Phonemic Awareness		
1.RF.2.A	Develop phonemic awareness in the reading process by:	EE.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
1.RF.2.A.a	a. Producing and identifying sounds and syllables in spoken words.	EE.RF.1.2.b	With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
1.RF.2.A.b	b. Distinguishing between long and short vowel sounds.	EE.RF.1.2.b	With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.

1.RF.2.A.c	c. Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.	EE.RF.1.2.c	Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word).
		EE.RF.1.2.d	With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1.RF.2.A.d	d. Blending spoken phonemes to form 1 or 2 syllable words including consonant blends.	EE.RF.1.2.b	With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
1.RF.2.A.e	e. Segmenting spoken words of 3-5 phonemes into individual phonemes.	EE.RF.1.2.d	With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3. Understand how English is written and read.			
RF.3.A	A. Phonics		
1.RF.3.A	Develop phonics in the reading process by:	EE.RF.1.3	Demonstrate emerging letter and word identification skills.
1.RF.3.A.a	a. Decoding words in context by using letter sound knowledge for single letters.	EE.RF.1.2.b	With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
1.RF.3.A.b	b. Identifying letters for the spelling of short and long vowels.		
1.RF.3.A.c	c. Producing consonant blends.		
1.RF.3.A.d	d. Producing consonant digraphs.	EE.RF.1.3.a	Identify upper case letters of the alphabet.
1.RF.3.A.e	e. Combining sounds from letter and common spelling patterns to create and decode recognizable words.	Not applicable.	Not applicable.
1.RF.3.A.f	f. Using syllabication patterns to decode patterns.	EE.L.1.5.b	With guidance and support, identify attributes of familiar words.
1.RF.3.A.g	g. Read irregularly spelled words.	Not applicable.	Not applicable.
1.RF.3.A.h	h. Reading root words with inflection endings.	Not applicable.	Not applicable.
1.RF.3.A.i	i. Reading contractions and compound words	Not applicable.	Not applicable.
1.RF.3.A.j	j. Reading high frequency words.	EE.RF.1.3.b	With guidance and support, recognize familiar words that are used in every day routines.
1.RF.3.A.k	k. Demonstrating decoding skills when reading.	EE.RF.1.3	Demonstrate emerging letter and word identification skills.

4. Understand how English is written and read.			
RF.4.A	A. Fluency		
1.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EE.RF.1.4.a	Engage in sustained, independent study of books.
		EE.RF.1.4.b	Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
WRITING			
1. Apply a writing process to develop a text for audience and purpose.			
W.1.A	A. Prewriting		
1.W.1.A.a	Follow a writing process to plan a first draft by: a. Brainstorming and recording key ideas.	Not applicable.	Not applicable.
W.1.B	B. Draft		
1.W.1.B	Appropriate to genre type, develop a draft from prewriting by:	Not applicable.	Not applicable.
1.W.1.B.a	a. Sequencing ideas into sentences, and stay on topic throughout the text.	Not applicable.	Not applicable.
1.W.1.B.b	b. Generating evidence of a simple opening and simple closing.	EE.W.1.1	Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
		EE.W.1.2	Select a familiar topic and use drawing, dictating, or writing to share information about it.
		EE.W.1.3	Select an event and use drawing, dictating, or writing to share information about it.
W.1.C	C. Revise/Edit		
1.W.1.C	Reread, revise, and edit drafts, with assistance from adults/peers, to:	EE.W.1.5	With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
1.W.1.C.a	a. Respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.	Not applicable.	Not applicable.
1.W.1.C.b	b. Edit by leaving spaces between words in sentences.	EE.RF.1.1.a	Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).
1.W.1.C.c	c. Edit for language conventions.	EE.L.1.2	Demonstrate emerging understanding of conventions of standard English.

W.1.D	D. Produce/Publish and Share Writing		
1.W.1.D.a	With assistance from adults/peers: a. Use a variety of conventional/digital tools to produce and publish writing.	EE.W.1.6	With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
2. Compose well-developed writing texts for audience and purpose.			
W.2.A	A. Opinion/Argumentative		
1.W.2.A	Write opinion texts that:	EE.W.1.1	Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
1.W.2.A.a	a. Introduce a topic or text being studied.		
1.W.2.A.b	b. State an opinion about the topic or text and provide a reason for the opinion.		
1.W.2.A.c	c. Use some specific words that are related to the topic.	Not applicable.	Not applicable.
1.W.2.A.d	d. Follow a sense of order in writing.	EE.W.1.1	Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
1.W.2.A.e	e. Provide some sense of closure.		
W.2.B	B. Informative/Explanatory		
1.W.2.B	Write informative/explanatory texts that:	EE.W.1.2	Select a familiar topic and use drawing, dictating, or writing to share information about it.
1.W.2.B.a	a. Introduce a topic or text being studied and supply facts.		
1.W.2.B.b	b. Use some specific words that are related to the topic.	Not applicable.	Not applicable.
1.W.2.B.c	c. Follow a sense of order in writing.	EE.W.1.2	Select a familiar topic and use drawing, dictating, or writing to share information about it.
1.W.2.B.d	d. Create some sense of closure.		
W.2.C	C. Narrative/Literacy		
1.W.2.C	Write fiction or nonfiction narratives and poems that:	EE.W.1.3	Select an event and use drawing, dictating, or writing to share information about it.
1.W.2.C.a	a. Narrate a story or experience.		
1.W.2.C.b	b. Use details to describe the story or experience.		
1.W.2.C.c	c. Place events in the order they occurred.		
1.W.2.C.d	d. Use linking words to indicate beginning/middle/end.		
1.W.2.C.e	e. Use words that are related to the topic.	Not applicable.	Not applicable.
1.W.2.C.f	f. Provide a reaction to what happened in the events.	Not applicable.	Not applicable.
3. Gather, analyze, evaluate and use information from a variety of sources.			
W.3.A	A. Research Process		
1.W.3.A	With assistance, apply research process to:	EE.W.1.7	With guidance and support, participate in shared research and writing projects.
1.W.3.A.a	a. Generate a list of open-ended questions about topics of interest.	Not applicable.	Not applicable.

1.W.3.A.b	b. Decide what sources of information might be relevant to answer these questions.	Not applicable.	Not applicable.
1.W.3.A.c	c. Gather personal and natural evidence from available sources, as well as from interviews with local experts.	EE.W.1.8	With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
1.W.3.A.d	d. Organize information found during group or individual research, using graphic organizers or other aids.	Not applicable.	Not applicable.
1.W.3.A.e	e. Make informal presentations of information gathered.	Not applicable.	Not applicable.
1.W.3.A.f	f. Self-evaluate using previously established teacher/student criteria.	Not applicable.	Not applicable.
LANGUAGE			
1. Communicate using conventions of English language.			
L.1.A	A. Grammar		
1.L.A	In speech and written form, apply standard English grammar to:	EE.L.1.1	Demonstrate emerging understanding of letter and word use.
1.L.1.A.a	a. Use nouns and action verbs that designate past, present, and future in sentences.	EE.L.1.1.e	Use familiar present tense verbs.
		EE.L.1.1.b	Use frequently occurring nouns in communication.
		EE.L.1.1.c	Use frequently occurring plural nouns in communication.
1.L.1.A.b	b. Use adjectives/adverbs in sentences.	EE.L.1.1.f	With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
1.L.1.A.c	c. Use the conjunctions and, but, and so in sentences.	Not applicable.	Not applicable.
1.L.1.A.d	d. Use the articles a, an, and the in sentences.	Not applicable.	Not applicable.
1.L.1.A.e	e. Use common prepositions.	EE.L.1.1.i	With guidance and support, use common prepositions (e.g., on, off, in, out).
1.L.1.A.f	f. Use common pronouns.	EE.L.1.1.d	With guidance and support, use familiar personal pronouns (e.g., I, me, you).
1.L.1.A.g	g. Produce complete simple and compound sentences.	EE.L.1.1.j	With guidance and support, use simple question words (interrogatives (e.g., who, what).

L.1.B	B. Punctuation, Capitalization, Spelling		
1.L.1.B	In written text:	Not applicable.	Not applicable.
1.L.1.B.a	a. Print legibly using correct spacing between words and sentences.	EE.RF.1.1.a	Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).
		EE.L.1.1.a	Write letters from own name.
1.L.1.B.b	b. Use ending punctuation.	EE.L.1.2.b	With guidance and support during shared writing, put a period at the end of a sentence.
1.L.1.B.c	c. Capitalize the first letter of others' first and last names.	Not applicable.	Not applicable.
1.L.1.B.d	d. Use commas to separate single words in a series.	Not applicable.	Not applicable.
1.L.1.B.e	e. Spell words using regular spelling patterns.	EE.L.1.2.d	With guidance and support, use letters to create words.
1.L.1.B.f	f. Spell words phonetically using phonemic awareness and spelling knowledge.	EE.L.1.2.e	With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
1.L.1.B.g	g. Arrange appropriate words in alphabetical order, to the first letter.	Not applicable.	Not applicable.
SPEAKING/LISTENING			
1. Listen for a purpose			
SL.1.A	A. Purpose		
1.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.1.1	Participate in conversations with adults.
1.SL.1.A.a	a. Following classroom listening rules.	EE.SL.1.1.a	Engage in multiple-turn exchanges with supportive adults.
1.SL.1.A.b	b. Build on others' talk in conversations by responding to the comments of others	EE.SL.1.1.b	Use one or two words to ask questions related to personally relevant topics.
1.SL.1.A.c	c. Following two-step instructions, according to classroom expectations.	Not applicable.	Not applicable.
2. Listen for entertainment.			
SL.2.A	A. Entertainment		
1.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. Demonstrating active listening, according to classroom expectations.	EE.SL.1.1	Participate in conversations with adults.
		EE.SL.1.1.a	Engage in multiple-turn exchanges with supportive adults.

3. Speak effectively in collaborative discussions.			
SL.3.A	A. Collaborative Discussions		
1.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.1.1.	Participate in conversations with adults.
1.SL.3.A.a	a. Taking turns speaking, according to classroom expectations.	EE.SL.1.1.a	Engage in multiple –turn exchanges with supportive adults.
1.SL.3.A.b	b. Build on others’ talk in conversations by responding to comments of others.	EE.SL.1.1.b	Build on comments or topics initiated by an adult.
1.SL.3.A.c	c. Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.	EE.SL.1.1.c	Use one or two words to ask questions related to personally relevant topics.
		EE.SL.1.2	During shared reading activities, answer questions about details presented orally or through other media.
		EE.SL.1.3	Communicate confusion or lack of understanding (“I don’t know”).
4. Speak effectively when presenting.			
SL.4.A	A. Presenting		
1.SL.4.A	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.1.4	Identify familiar people, places, things, and events.
1.SL.4.A.a	a. Explain a topic (student-chosen) using a prop, picture, or other visual aid to show understanding.	EE.SL.1.5	Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
1.SL.4.A.b	b. Reciting poetry with a group or individually	Not applicable.	Not applicable.
1.SL.4.A.c	c. Using complete sentences, adjusting volume, as needed.	EE.SL.1.6	With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

2nd Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE-LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS	
READING			
1. Develop and apply skills to the reading process.			
R.1.A	A. Comprehension		
2.R.1.A	Develop and demonstrate reading skills in response to text by:	Not applicable.	Not applicable.
2.R.1.A.a	a. Using text features to make and confirm predictions, or explain why not confirmed.	EE.RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depicts characters.
		EE.RI.2.5	Identify details in informational text or its graphic representations.
2.R.1.A.b	b. Asking and responding to relevant questions.	EE.RL.2.1	Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.
2.R.1.A.c	c. Seeking clarification, and using information/facts and details about stories and other texts and supporting answers with evidence from text.	EE.RL.2.7	Identify illustrations or objects/tactual information in print or digital text that depict characters.
		EE.RI.2.5	Identify details in informational text or its graphic representations.
2.R.1.A.d	d. Retelling a story’s beginning, middle, and end and determining their central message, lesson, or moral.	EE.RL.2.2	Using details from the text, recount events from familiar stories from diverse cultures.
2.R.1.A.e	e. Monitoring comprehension and making corrections and adjustments when understanding breaks down.	Not applicable.	Not applicable.
R.1.B	B. Vocabulary		
2.R.1.B	Develop an understanding of vocabulary by:	EE.L.2.4	Demonstrate knowledge of word meanings.
2.R.1.B.a	a. Using prefixes, root words, and suffixes to determine the meaning of words.	Not applicable.	Not applicable.
2.R.1.B.b	b. Using knowledge of the meaning of individual words to determine the meaning of compound words.	EE.L.2.4.d	Identify the words comprising compound words.
2.R.1.B.c	c. Using context to determine the meaning of a new word or multiple-meaning word in text.	EE.L.2.4.a	Demonstrate knowledge of new vocabulary drawn from reading and content areas.
		EE.RI.2.4	Identify words related to a topic of a text.
2.R.1.B.d	d. Using antonyms and synonyms.	EE.L.2.4	Demonstrate emerging understanding of word relationships.
2.R.1.B.e	e. Locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.	Not applicable.	Not applicable.
2.R.1.B.f	f. Distinguishing meaning among closely related verbs and adjectives.	EE.L.2.5.b	Demonstrate the meaning of common verbs.
2.R.1.B.g	g. Recognizing that some words have literal and non-literal meanings.	EE.L.2.5.a	Identify real-life connections between words and their use (e.g., <i>Happy</i> : “I am happy.”).

2.R.1.B.h	h. Using conversational, general academic, and domain-specific words and phrases.	EE.L.2.6	Use words acquired through conversations, being read to, and during shared reading activities.
R.1.C	C. Making Connections		
2.R.1.C	Determine relevant connections between:	Not applicable.	Not applicable.
2.R.1.C.a	a. Text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction).	EE.RL.2.9	Identify similarities between two episodes in a story.
		EE.RI.2.9	Identify a common element between two texts on the same topic.
2.R.1.C.b	b. Text to world (text ideas to experiences in the world).	Not applicable.	Not applicable.
R.1.D	D. Independent Text		
2.R.1.D	Read independently for multiple purposes over sustained periods of time by:	EE.RL.2.10	Actively engage in shared reading of stories and poetry for clearly stated purposes.
2.R.1.D.a	a. Reading text that is developmentally appropriate.	EE.RI.2.10	Actively engage in shared reading of informational text including history/SS, science, and technical texts.
2.R.1.D.b	b. Producing evidence of reading		
2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.			
R.2.A	A. Fiction		
2.R.2.A	Read, infer, analyze, and draw conclusions to:	Not applicable.	Not applicable.
2.R.2.A.a	h. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral, or lesson.	EE.RL.2.1	Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.
		EE.RL.2.2	Using details from the text, recount events from familiar stories from diverse cultures.
2.R.2.A.b	i. Describe main characters in works of fiction, including their traits, motivations, and feelings.	EE.RL.2.3	Identify the actions of the characters in a story.
2.R.2.A.c	j. Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.	EE.RL.2.9	Identify similarities between two episodes in a story.
2.R.2.A.d	k. Describe cause and effect relationships.	Not applicable.	Not applicable.
2.R.2.A.e	l. Explain how the story changes based on who is telling the story.	EE.RL.2.6	Identify the speakers in a dialogue.
2.R.2.A.f	m. Compare and contrast the differences in points of view of characters and how stories are narrated.		

R.2.B	B. Poetry		
2.R.2.B	Read, infer, and draw conclusions to:	EE.RL.2.4	Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
2.R.2.B.a	a. Describe how rhyme, rhythm, and repetition create imagery in poetry.		
2.R.2.B.b	b. Use onomatopoeia.		
R.2.C	C. Drama		
2.R.2.C	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.
2.R.2.C.a	a. Identify characters, setting, acts, and scenes in plays.	EE.RL.2.7	Identify illustrations, or objects/tactual information in print or digital text that depict characters.
2.R.2.C.b	b. Identify the elements of dialogue, and use them in informal plays.	Not applicable.	Not applicable.
3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.			
R.3.A	A. Text Features		
2.R.3.A	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.
2.R.3.A.a	a. Identify the main idea of sections of text and distinguish it from the topic.	EE.RI.2.2	Identify the topic of the text.
2.R.3.A.b	b. Demonstrate understanding by locating facts to answer and/or ask questions.	EE.RI.2.1	Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text.
2.R.3.A.c	c. Use text features to locate specific information.	EE.RI.2.5	Identify details in informational text or its graphic representations.
2.R.3.A.d	d. Explain common graphic features to assist in the interpretation of text.	EE.RI.2.7	Identify illustrations or objects/tactual information that go with a text.
2.R.3.A.e	e. Follow written multi-step directions.	Not applicable.	Not applicable.
2.R.3.A.f	f. Describe connections between and state the order of the events or ideas.	EE.RL.2.5	Determine the beginning and ending of a familiar story with a logical order.
R.3.B	B. Literary Techniques		
2.R.3.B	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.
2.R.3.B.a	a. Explain why a text is fiction or nonfiction.	Not applicable.	Not applicable.
2.R.3.B.b	b. Ask and answer questions to clarify meaning.	EE.RI.2.1	Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text.
2.R.3.B.c	c. Explain examples of sensory details.	EE.RL.2.4	Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.

R.3.C	C. Text Structures		
2.R.3.C	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.
2.R.3.C.a	a. Explain main ideas and supporting details	EE.RI.2.2	Identify the topic of the text.
2.R.3.C.b	b. Describe the connection between events, and retell sequence of events.	EE.RI.2.3	Identify individuals, events, or details in an informational text.
2.R.3.C.c	c. Describe the connection between and identify problems and solutions.		
2.R.3.C.d	d. Identify the author's purpose.	EE.RI.2.6	Identify the role of the author and the illustrator.
2.R.3.C.e	e. Compare and contrast the most important points presented by text on the same topic.	EE.RI.2.9	Identify a common element between two texts on the same topic.
4. Comprehend and analyze words, images, graphics, and sound in various media and digital forms to impact meaning.			
R.4.A	A. Digital and Media Literacy		
2.R.4.A	Read to develop an understanding of media and its components by:	Not applicable.	Not applicable.
2.R.4.A.a	a. Explaining purposes of media.	Not applicable.	Not applicable.
2.R.4.A.b	b. Describe techniques used to create media messages.	Not applicable.	Not applicable.
2.R.4.A.c	c. Identifying various written conventions for using digital media.	Not applicable.	Not applicable.
READING FOUNDATIONS			
1. Understand how English is written and read.			
RF.1.A	A. Print Awareness		
2.RF.1.A.a	Develop print awareness in the reading process by: a) Understanding that sentences are organized into paragraphs to convey meaning.	EE.RF.2.3.a	Identify the lower case letters of the alphabet.
2. Understand how English is written and read.			
RF.2.A	A. Phonemic Awareness		
2.RF.2.A	No expectations.	Not applicable.	Not applicable.

3. Understand how English is written and read.			
RF.3.A	A. Phonics		
2.RF.3.A	Develop phonics in the reading process by:	EE.RF.2.3	Demonstrate emerging use of letter-sound knowledge to read words.
2.RF.3.A.a	a. Decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.	EE.RF.2.3.b	Identify letter sounds correspondence for single consonants.
2.RF.3.A.b	b. Distinguishing long and short vowels when reading regularly spelled one syllable words.	Not applicable.	Not applicable.
2.RF.3.A.c	c. Decoding regularly spelled two syllable words with long vowels.	EE.RF.2.3.c	Not applicable.
2.RF.3.A.d	d. Decoding words with vowel diphthongs.	Not applicable.	Not applicable.
2.RF.3.A.e	e. Decoding words with vowel digraphs.		
2.RF.3.A.f	f. Reading words with common prefixes and suffixes	EE.RF.2.3.d	Not applicable.
2.RF.3.A.g	g. Using contractions	EE.L.2.2.c	Not applicable.
2.RF.3.A.h	h. Using common syllable patterns to decode words including r-controlled vowels.	Not applicable.	Not applicable.
2.RF.3.A.i	i. Reading irregularly spelled high-frequency words.	EE.RF.2.3.f	Recognize 10 or more written words.
2.RF.3.A.j	j. Demonstrating decoding skills when reading new words in a text.	Not applicable.	Not applicable.
4. Understand how English is written and read.			
RF.4.A	A. Fluency		
2.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EE.RF.2.4.a	Read familiar text comprised of known words.
		Not applicable.	Not applicable.
		Not applicable.	Not applicable.
WRITING			
4. Apply a writing process to develop a text for audience and purpose.			
W.1.A	A. Prewriting		
2.W.1.A.a	Follow a writing process to plan a first draft by: a. Brainstorming and recording key ideas using a graphic organizer.	Not applicable.	Not applicable.

W.1.B	B. Draft		
2.W.1.B	Appropriate to genre type, develop a draft from prewriting by:	Not applicable.	Not applicable.
2.W.1.B.a	a. Sequencing ideas into clear and coherent sentences.	EE.W.2.1	Select a book and write, draw, or dictate to state an opinion about it.
		EE.W.2.3	Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
2.W.1.B.b	b. Generating paragraphs with one main idea.	Not applicable.	Not applicable.
2.W.1.B.c	c. Creating evidence of a beginning, middle and end.	EE.W.2.1	Select a book and write, draw, or dictate to state an opinion about it.
		EE.W.2.2	Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
		EE.W.2.3	Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
2.W.1.B.d	d. Addressing an appropriate audience.	Not applicable.	Not applicable.
W.1.C	C. Revise/Edit		
2.W.1.C	Reread, revise and edit drafts with assistance from adults/peers , to:	EE.W.2.5	With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
2.W.1.C.a	a. Strengthen writing as needed by revising		
	<ul style="list-style-type: none"> a. Main idea b. Word choice c. Sentence construction d. Event order e. Audience f. Voice 		
2.W.1.C.b	b. Edit for language conventions.	EE.L.2.1	Demonstrate understanding of letter and word use.
		EE.L.2.2	Demonstrate emerging understanding of conventions of standard English.
W.1.D	D. Produce/Publish and Share Writing		
2.W.1.D	With assistance from adults/peers:	EE.W.2.6	With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
2.W.1.D.a	a. Use a variety of conventional/digital tools to produce and publish writing.		
2.W.1.D.b	b. Introduce keyboarding skills.	Not applicable.	Not applicable.

5. Compose well-developed writing texts for audience and purpose.			
W.2.A	A. Opinion/Argumentative		
2.W.2.A	Write opinion texts that:	EE.W.2.1	Select a book and write, draw, or dictate to state an opinion about it.
2.W.2.A.a	a. Introduce a topic or text being studied using complete sentences.		
2.W.2.A.b	b. State an opinion about the topic or text and provide reasons for the opinion.		
2.W.2.A.c	c. Use specific words that are related to the topic, and audience.	Not applicable.	Not applicable.
2.W.2.A.d	d. Use linking/transition words and phrases to signal event order.	EE.W.2.1	Select a book and write, draw, or dictate to state an opinion about it.
2.W.2.A.e	e. Provide evidence of a beginning, middle and concluding statement or section.		
W.2.B	B. Informative/Explanatory		
2.W.2.B	Write informative/explanatory texts that:	EE.W.2.2.	Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
2.W.2.B.a	a. Introduce a topic or text being studied using complete sentences.		
2.W.2.B.b	b. Use facts and definitions to develop points in generating paragraphs.		
2.W.2.B.c	c. Use specific words that are related to the topic and audience.	Not applicable.	Not applicable.
2.W.2.B.d	d. Use linking words and phrases to signal event order.	Not applicable.	Not applicable.
2W.2.B.e	e. Create a concluding statement or paragraph.	EE.W.2.2	Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
W.2.C	C. Narrative/Literacy		
2.W.2.C	Write fiction or nonfiction narratives and poems that:	EE.W.2.3	Select an event or personal experience and use drawing, writing or dictating to compose a message about it.
2.W.2.C.a	a. Establish a situation/topic based on the student's experience or imagination.		
2.W.2.C.b	b. Introduce a main character and setting.		
2.W.2.C.c	c. Develop sensory details.		
2.W.2.C.d	d. Follow a logical sequence of events using complete sentences to create a beginning/middle/end.		
2.W.2.C.e	e. Use linking/transition words to signal event order.		
2.W.2.C.f	f. Use specific words that are related to the topic and audience.	Not applicable.	Not applicable.

3. Gather, analyze, evaluate and use information from a variety of sources.			
W.3.A	A. Research Process		
2.W.3.A	Apply research process to:	EE.W.2.7	Participate in shared research and writing projects.
2.W.3.A.a	a. Generate a list of open-ended questions about topics of interest.	Not applicable.	Not applicable.
2.W.3.A.b	b. Create an individual question about a topic.	Not applicable.	Not applicable.
2.W.3.A.c	c. Use their own question to find information on their topic.	EE.W.2.8	Identify information related to personal experiences and answer simple questions about those experiences.
2.W.3.A.d	d. Gather evidence from available sources, literary and informational.		
2.W.3.A.e	e. Record basic information from literary and informational in simple visual format.		
2.W.3.A.f	f. Present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria.	EE.W.2.6	With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
		EE.SL.2.2	During shared reading activities, ask and answer questions about details presented orally or through other media.
LANGUAGE			
2. Communicate using conventions of English language.			
L.1.A	A. Grammar		
2.L.1.A	In speech and written form, apply standard English grammar to:	EE.L.2.1	Demonstrate understanding of letter and word use.
2.L.1.A.a	a. Use nouns and pronouns in writing.	EE.L.2.1.b	Use common nouns (e.g. <i>mom, dad, boy, girl</i>) in communication.
2.L.1.A.b	b. Use collective nouns.	EE.L.2.1.b	Use common nouns (e.g., <i>mom, dad, boy, girl</i>) in communication.
2.L.1.A.c	c. Use common irregular nouns.	EE.L.2.1.b	Use common nouns (e.g., <i>mom, dad, boy, girl</i>) in communication.
2.L.1.A.d	d. Use reflexive pronouns.	EE.L.2.1.c	Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>).
2.L.1.A.e	e. Use regular verbs.	EE.L.2.1.d	Use frequently occurring verbs.
2.L.1.A.f	f. Produce simple declarative, imperative, exclamatory, and interrogative sentences.	EE.L.2.1.f	Combine two or more words together in communication.
2.L.1.A.g	g. Use adjectives and adverbs in sentences.	EE.L.2.1.e	Use frequently occurring adjectives.
2.L.1.A.h	h. Use helping verbs with regular verbs.	EE.L.2.1.d	Use frequently occurring verbs.

L.1.B	B. Punctuation, Capitalization, Spelling		
2.L.1.B	In written text:	EE.L.2.2	Demonstrate emerging understanding of conventions of standard English.
2.L.1.B.a	a. Write legibly (print, cursive).	Not applicable.	Not applicable.
2.L.1.B.b	b. Use that dialogue contains quotation marks.	EE.RL.2.6	Identify the speakers in a dialogue.
2.L.1.B.c	c. Use apostrophes for contractions.	EE.L.2.2.c	Not applicable.
2.L.1.B.d	d. Capitalize weeks, days, months, holidays.	EE.L.2.2.a	With guidance and support, capitalize the first letter of familiar names.
2.L.1.B.e	e. Capitalize abbreviated titles of people.		
2.L.1.B.f	f. Spell words using irregular spelling patterns.	EE.L.2.2.d	Identify printed rhyming words with the same spelling pattern.
2.L.1.B.g	g. Spell and use the plural of appropriate nouns by adding <i>-es</i> to nouns ending in <i>-s, -ss, -sh, -ch, or -x</i> .		
2.L.1.B.h	h. Use nouns that change their spelling in plural form.	EE.L.2.1.b	Use common nouns (e.g., mom, dad, boy, girl) in communication.
2.L.1.B.i	i. Arrange words in alphabetical order to the second letter.	Not applicable.	Not applicable.
SPEAKING/LISTENING			
1. Listen for a purpose			
SL.1.A	A. Purpose		
2.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.2.1	Participate in conversations with adults and peers.
2.SL.1.A.a	a. Following classroom listening rules.	EE.SL.2.1.a	Engage in multiple-turn exchanges with peers with support from an adult.
2.SL.1.A.b	b. Following three-step instructions according to classroom expectations.	Not applicable.	Not applicable.
2. Listen for entertainment.			
SL.2.A	A. Entertainment		
2.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. Demonstrating active listening according to classroom expectations.	EE.SL.2.1	Participate in conversations with adults and peers.
		EE.SL.2.3	Answer questions about the details provided by the speaker.

3. Speak effectively in collaborative discussions.			
SL.3.A	A. Collaborative Discussions		
2.SL.3.A	Speak clearly and to the point using conventions of language when presenting individually or with a group by:	EE.SL.2.1	Participate in conversations with adults and peers.
2.SL.3.A.a	a. Taking turns in discussion with a shoulder partner, according to classroom expectations.	EE.SL.2.1.a	Engage in multiple-turn exchanges with peers with support from an adult.
2.SL.3.A.b	b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.	EE.SL.2.2	During shared reading activities, ask and answer questions about details presented orally or through other media.
		EE.SL.2.3	Answer questions about the details provided by the speaker.
4. Speak effectively when presenting.			
SL.4.A	A. Presenting		
2.SL.4.A	Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by:	EE.SL.2.1	Participate in conversations with adults and peers.
2.SL.4.A.a	a. Explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience.	EE.SL.2.1.a	Engage in multiple-turn exchanges with peers with support from an adult.
2.SL.4.A.b	b. Recalling and telling a story with details, including a beginning, middle, and end.	EE.SL.2.4	Identify a photograph or object that reflects a personal experience and tell one detail about it.
2.SL.4.A.c	c. Using academic language and conventions.	EE.SL.2.6	Combine words when communicating to provide clarification.

3rd Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING				
1. Develop and apply skills to the reading process.				
R.1.A	A. Comprehension			
3.R.1.A	Develop and demonstrate reading skills in response to text by:	Not applicable.	Not applicable.	Not applicable.
3.R.1.A.a	a. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	EE.RL.3.7	Identify parts of illustrations or factual information that depict a particular setting or event.	This essential element is not currently being assessed.
3.R.1.A.b	b. Draw conclusions and support with textual evidence.	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can answer questions posed by others asking who and what about the key details in a familiar narrative. <p>Target:</p> <ul style="list-style-type: none"> Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them. <p>Successor:</p> <ul style="list-style-type: none"> Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative.

		EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none">• Can answer questions posed by others regarding the concrete details of an informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can identify words or details to answer a question about explicit information presented in the text.
--	--	------------------	--	---

3.R.1.A.c	c. Summarizing a story's beginning, middle, and end, determining their central message, lesson, or moral.	EE.RL.3.2	Associate details with events in stories from diverse cultures.	Initial Precursor: <ul style="list-style-type: none">• Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e., object permanence). Distal Precursor: <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. Proximal Precursor: <ul style="list-style-type: none">• The student can represent a conceptual connection between a detail and an event in a familiar text. Target: <ul style="list-style-type: none">• Can associate details with events in stories from fables, folktales, or diverse cultures. Successor: <ul style="list-style-type: none">• Can retell stories from various cultures, such as myths, fables, and folktales, by recounting key details from them.
------------------	---	------------------	---	--

		EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Student engages in a behavior indicating he or she is attending to the text (story, information book, alphabet book). May display this with gaze, decreased movement (i.e., stilling), and noise. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between text and pictures. • Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story. <p>Target:</p> <ul style="list-style-type: none"> • Can determine the events that occur at the beginning, middle, and end of a familiar, linear story. <p>Successor:</p> <ul style="list-style-type: none"> • Student can identify the beginning and end of an unfamiliar story.
3.R.1.A.d	d. Monitoring comprehension and making corrections and adjustments when understanding breaks down.	EE.RF.3.4.c	Use context to determine missing words in familiar texts.	This essential element is not currently being assessed.

R.1.B	B. Vocabulary			
3.R.1.B	Develop an understanding of vocabulary by:	EE.L.3.4	Demonstrate knowledge of word meanings.	This essential element is not currently being assessed.
3.R.1.B.a	a. Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.	EE.L.3.4.b	With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs.	This essential element is not currently being assessed.
		EE.RF.3.3.a	In context, demonstrate basic knowledge of letter-sound correspondences.	This essential element is not currently being assessed.
		EE.RF.3.3.b	With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).	This essential element is not currently being assessed.
3.R.1.B.b	b. Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning of words.	EE.RF.3.4.c	Use context to determine missing words in familiar texts	This essential element is not currently being assessed.
3.R.1.B.c	c. Using homographs and homophones.	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	Not applicable.

3.R.1.B.d	d. Distinguishing the literal and non-literal meanings of words and phrases in context.	EE.L.3.5	Demonstrate understanding of word relationships and use.	This essential element is not currently being assessed.
		EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Target:</p> <ul style="list-style-type: none"> • Can determine the literal meaning of words and phrases using the context in which they are located. <p>Successor:</p> <ul style="list-style-type: none"> • Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best one.
3.R.1.B.e	e. Determine the meaning of the new word formed when a known affix is added to a known base word.	EE.L.3.4.b	With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs.	This essential element is not currently being assessed.
		EE.L.3.4.c	Not applicable.	Not applicable.

3.R.1.B.f	f. Using a dictionary or glossary to determine the meanings, syllabifications, and pronunciation of unknown words.	EE.L.3.4.d	Not applicable.	Not applicable.
3.R.1.B.g	g. Discussing analogies	Not applicable.	Not applicable.	Not applicable.
3.R.1.B.h	h. Determining the meaning of the author's use of similes and metaphors to produce imagery.	Not applicable.	Not applicable	Not applicable.
3.R.1.B.i	i. Using conversational, general academic, and domain-specific words and phrases.	Not applicable	Not applicable	Not applicable.

R.1.C	C. Making Connections			
3.R.1.C	Explain relevant connections between:	Not applicable.	Not applicable.	Not applicable.
3.R.1.C.a	a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	EE.RL.3.9	Identify common elements in two stories in a series.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • The student can represent a conceptual connection between a detail and an event in a familiar text. <p>Target:</p> <ul style="list-style-type: none"> • Can pick out the story elements, such as characters, settings, and events, across two narratives with the same series of books. <p>Successor:</p> <ul style="list-style-type: none"> • Can use the similarities in the plots of different narratives to compare them.

		EE.RI.3.9	Identify similarities between two texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none"> • Can determine how various informational texts on the same topic are similar in what is presented on the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can compare informational texts on the same topic based on the specific details used to discuss the topic.
3.R.1.C.b	b. Text to world (text ideas to experiences in the world)	Not applicable.	Not applicable.	Not applicable.

R.1.D	D. Independent Text			
3.R.1.D	Read independently for multiple purposes over sustained periods of time by:	Not applicable.	Not applicable.	Not applicable.
3.R.1.D.a	a. Reading text that is developmentally appropriate	EE.RL.3.10	Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.	This essential element is not currently being assessed.
		EE.RI.3.10	Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	This essential element is not currently being assessed.
3.R.1.D.b	b. Producing evidence of reading	Not applicable.	Not applicable.	Not applicable.
2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.				
R.2.A	A. Fiction			
3.R.2.A	Read, infer, analyze, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.2.A.a	a. Summarize and sequence the events/plot and explain past events impact future events.	EE.RI.3.3	Order two events from a text as “first” and “next.”	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can identify the next step or event in a sequence from a familiar routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> As a result of experience with a routine, the student is able to identify actions associated with the routine. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can identify specific events in a familiar information text. <p>Target:</p> <ul style="list-style-type: none"> Can identify the order in which two events occur in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> Can identify information that indicates the temporal order of ideas or events presented in an informational text.

<p>3.R.2.A.b</p>	<p>b. Describe the personality traits of characters from the thoughts, words, and actions.</p>	<p>EE.L.3.5.c</p>	<p>Identify words that describe personal emotional states.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • The student is able to identify feeling words related to self, such as happy, sad, tired, worried, or angry. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Student exhibits an understanding of basic feeling words, including happy, sad, mad. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student exhibits an understanding of feeling words. <p>Target:</p> <ul style="list-style-type: none"> • Student can identify feeling words to describe himself or herself. <p>Successor:</p> <ul style="list-style-type: none"> • Can describe the internal (motivations, feelings) and external traits (appearance) of a character.
-------------------------	--	--------------------------	--	---

3.R.2.A.c	c. Describe the interaction of characters including relationships and how they change.	EE.RL.3.3	Identify the feelings of characters in a story.	Initial Precursor: <ul style="list-style-type: none">• The student is able to use or identify feeling words related to self, such as happy, sad, tired, worried, or angry. Distal Precursor: <ul style="list-style-type: none">• Student can identify words in a familiar text that are associated with feelings. Proximal Precursor: <ul style="list-style-type: none">• Student can identify the feelings of characters when explicitly stated in familiar stories. Target: <ul style="list-style-type: none">• Can identify the feelings of specific characters in narratives. Successor: <ul style="list-style-type: none">• Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action.
------------------	--	------------------	---	--

<p>3.R.2.A.d</p>	<p>d. Paraphrase the big idea/themes and supporting details of texts.</p>	<p>EE.RL.3.1</p>	<p>Answer who and what questions to demonstrate understanding of details in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can answer questions posed by others asking who and what about the key details in a familiar narrative. <p>Target:</p> <ul style="list-style-type: none"> • Can produce responses to questions seeking information on specific characters and what each of them did in a narrative by providing details on them. <p>Successor:</p> <ul style="list-style-type: none"> • Can answer questions posed by others asking who, what, where, when, why, and how about the details in a narrative.
-------------------------	---	-------------------------	---	---

		EE.RI.3.8	Identify two related points the author makes in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• When attending, react to a change to an object or situation. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Target:</p> <ul style="list-style-type: none">• Can find two points made by an author of an informational text that relate to each other. <p>Successor:</p> <ul style="list-style-type: none">• Can provide the reasons an author includes (i.e. details) that support the points of an informational text.
--	--	------------------	--	--

<p>3.R.2.A.e</p>	<p>e. Compare and contrast the key elements in various types of fiction.</p>	<p>EE.RI.3.9</p>	<p>Identify similarities between two texts on the same topic.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none"> • Can determine how various informational texts on the same topic are similar in what is presented on the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can compare informational texts on the same topic based on the specific details used to discuss the topic.
-------------------------	--	-------------------------	---	--

3.R.2.A.f	f. Explain cause and effect relationships.	EE.RI.3.3	Order two events from a text as “first” and “next.”	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the next step or event in a sequence from a familiar routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • As a result of experience with a routine, the student is able to identify actions associated with the routine. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the order in which two events occur in an informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can identify the order in which two events occur in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify information that indicates the temporal order of ideas or events presented in an informational text.
3.R.2.A.g	g. Distinguish their own point of view from that of the narrator or those of the characters.	EE.RL.3.6	Identify personal point of view about a text.	This essential element is not currently being assessed.

R.2.B	B. Poetry			
3.R.2.B	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.2.B.a	a. Use examples of alliteration.	Not applicable.	Not applicable.	Not applicable.
3.R.2.B.b	b. Identify basic forms of poetry.	Not applicable.	Not applicable.	Not applicable.
R.2.C	C. Drama			
3.R.2.C	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.2.C.a	a. Explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed.	EE.RL.3.7	Identify parts of illustrations or factual information that depict a particular setting or event.	This essential element is not currently being assessed.
3.R.2.C.b	b. Identify and describe language that creates a graphic visual experience and appeals to the senses.	EE.RI.3.7	Use information gained from visual elements and words in the text to answer explicit who and what questions.	This essential element is not currently being assessed.
3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.				
R.3.A	A. Text Features			
3.R.3.A	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.3.A.a	a. Explain the author's purpose.	EE.RI.3.6	Identify personal point of view about a text.	This essential element is not currently being assessed.

<p>3.R.3.A.b</p>	<p>b. Explain using details or facts that support the main idea.</p>	<p>EE.RI.3.2</p>	<p>Identify details in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can correctly look at the scene demonstrating a possible event and ignore the scene demonstrating an impossible event based on an understanding that objects still exist despite not being seen (i.e., object permanence). <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text such as setting, characters, or action if it is a story or a person, place, thing or idea if it is an informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can identify the concrete details mentioned in beginner level informational texts. <p>Successor:</p> <ul style="list-style-type: none"> • Able to identify explicit details in an informational text.
-------------------------	--	-------------------------	------------------------------------	---

<p>3.R.3.A.c</p>	<p>c. Use text features and graphic features to locate information and to make and verify predictions.</p>	<p>EE.RI.3.5</p>	<p>With guidance and support, use text features including headings and key words to locate information in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can produce some type of communication (body movement, sound, facial expression, or gaze) indicating he or she desires a specific object in his or her immediate environment, such as food or a toy. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents, and glossaries. <p>Successor:</p> <ul style="list-style-type: none"> • Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings.
-------------------------	--	-------------------------	---	--

3.R.3.A.d	d. Follow and explain a set of written multi-step directions.	EE.RI.3.3	Order two events from a text as “first” and “next.”	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the next stop or event in a sequence from a familiar routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • As a result of experience with a routine, the student is able to identify actions associated with the routine. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify specific events in a familiar information text. <p>Target:</p> <ul style="list-style-type: none"> • Can identify the order in which two events occur in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify information that indicates the temporal order of ideas or events presented in an informational text.
3.R.3.A.e	e. Describe relationships between events, ideas, concepts or steps.			
R.3.B	B. Literary Techniques			
3.R.3.B	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.3.B.a	a. Distinguish difference between biography and autobiography.	Not applicable.	Not applicable.	Not applicable.
3.R.3.B.b	b. Distinguish fact from opinion.	Not applicable.	Not applicable.	Not applicable.
3.R.3.B.c	c. Distinguish point of view to what the author is trying to persuade the reader to think or do.	EE.RI.3.6	Identify personal point of view about a text.	This essential element is not currently being assessed.

<p>3.R.3.B.d</p>	<p>d. Explain examples of sound devices, literal and nonliteral meanings, and figurative language.</p>	<p>EE.RI.3.4</p>	<p>Determine words and phrases that complete literal sentences in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate understanding of the names of objects or people who are not immediately present. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Target:</p> <ul style="list-style-type: none"> • Can ascertain which words or phrases fit in the meaning of literal sentences in a text and can complete these sentences by choosing the best ones. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify simple semantic definitions for unambiguous words in a text.
-------------------------	--	-------------------------	---	---

		EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate understanding of the names of objects or people who are not immediately present. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Target:</p> <ul style="list-style-type: none">• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. <p>Successor:</p> <ul style="list-style-type: none">• Can identify simple semantic definitions for unambiguous words in a text.
--	--	------------------	--	---

		EE.L.3.5.a	Determine the literal meaning of words and phrases in context.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Target:</p> <ul style="list-style-type: none">• Can determine the literal meaning of words and phrases using the context in which they are located. <p>Successor:</p> <ul style="list-style-type: none">• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones.
--	--	-------------------	--	---

R.3.C	C. Text Structures			
3.R.3.C	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
3.R.3.C.a	a. Describe relationships among events, ideas, concepts, and cause and effect in text.	Not applicable.	Not applicable.	Not applicable.
3.R.3.C.b	b. Describe and explain the relationship between problems and solutions.			
3.R.3.C.c	c. Use information gained from illustrations and words to demonstrate understanding of the text.	EE.RI.3.7	Identify parts of illustrations or tactual information that depict a particular setting, or event.	This essential element is not currently being assessed.
3.R.3.C.d	d. Explain author's purpose.	Not applicable.	Not applicable.	Not applicable.

3.R.3.C.e	e. Compare and contrast the most important points and key details presented in texts on the same topic.	EE.RI.3.9	Identify similarities between two texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none"> • Can determine how various informational texts on the same topic are similar in what is presented on the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can compare informational texts on the same topic based on the specific details used to discuss the topic.
-----------	---	-----------	--	--

4. Comprehend and analyze words, images, graphics, and sound in various media and digital forms to impact meaning.

R.4.A	A. Digital and Media Literacy			
3.R.4.A	Read to develop an understanding of media and its components by:	Not applicable.	Not applicable.	Not applicable.
3.R.4.A.a	a. Understanding how communication changes when moving from one genre of media to another.	Not applicable.	Not applicable.	Not applicable.
3.R.4.A.b	b. Explaining how various design techniques used in media influence the message.	Not applicable.	Not applicable.	Not applicable.
3.R.4.A.c	c. Comparing various written conventions used for digital media.	Not applicable.	Not applicable.	Not applicable.

3.R.4.A.d	d. Identifying text structures and graphic features of a web page.	Not applicable.	Not applicable.	Not applicable.
READING FOUNDATIONS				
1. Understand how English is written and read.				
RF.1.A	A. Print Awareness.			
3.RF.1.A	No expectations.	Not applicable.	Not applicable.	Not applicable.
2. Understand how English is written and read.				
RF.2.A	A. Phonemic Awareness			
3.RF.2.A	No expectations.	Not applicable.	Not applicable.	Not applicable.
3. Understand how English is written and read.				
RF.3.A	A. Phonics.			
3.RF.3.A	Develop phonics in the reading process by:	EE.RF.3.3	Use letter-sound knowledge to read words.	This essential element is not currently being assessed.
3.RF.3.A.a	a. Decoding multisyllabic words in context by applying common spelling patterns.	EE.RF.3.3.c	Not applicable	Not applicable.
		EE.RF.3.3.b	With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).	This essential element is not currently being assessed.
		EE.RF.3.3.a	In context, demonstrate basic knowledge of letter-sound correspondences.	This essential element is not currently being assessed.
3.RF.3.A.b	b. Decoding words that double final consonants when adding an ending.	EE.L.3.2.e	Use resources as needed to spell common high-frequency words accurately.	This essential element is not currently being assessed.
3.RF.3.A.c	c. Using the meaning of common prefixes and suffixes.	EE.L.3.4.b	With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	This essential element is not currently being assessed.
3.RF.3.A.d	d. Using the meaning of homophones.	Not applicable.	Not applicable.	Not applicable.
3.RF.3.A.e	e. Decoding known and unknown words by spelling patterns.	EE.L.3.2.f	Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling patterns.	This essential element is not currently being assessed.

3.RF.3.A.f	f. Reading irregularly spelled high frequency words.	EE.RF.3.3.d	Recognize 40 or more written words.	This essential element is not currently being assessed.
4. Understand how English is written and read.				
RF.4.A	A. Fluency			
3.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. a. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.	EE.RF.3.4.a	Read familiar text comprised of known words.	This essential element is not currently being assessed.
		EE.RF.3.4.b	Not applicable.	Not applicable.
		EE.RF.3.4.c	Use context to determine missing words in familiar texts.	This essential element is not currently being assessed.
WRITING				
1. Apply a writing process to develop a text for audience and purpose.				
W.1.A	A. Prewriting			
3.W.1.A.a	Follow a writing process to plan a first draft by: a. Using a simple pre-writing strategy when given the purpose and the intended audience.	EE.W.3.8	Sort information on a topic or personal experience into two provided categories and write about each one.	This essential element is not currently being assessed.

W.1.B	B. Draft			
	Appropriate to genre type, develop a draft from prewriting by:	EE.W.3.4	With guidance and support, produce writing that expresses more than one idea.	<p>EMERGENT WRITING (EW.3):</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Turns own body, head, or otherwise directs own attention to objects or people. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Sustains own attention to objects, pictures, or multimedia for more than a fleeting moment. <p>CONVENTIONAL WRITING (CW.3):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use two words together when producing a written text. <p>Target:</p> <ul style="list-style-type: none"> • Writes more than one idea about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs=frogs use their legs to jump). By this node students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still convey a complete thought or idea.
3.W.1.B.a	a. Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory.	Not applicable.	Not applicable.	Not applicable.

3.W.1.B.b	b. Supporting the topic sentence within each paragraph with facts and details (from sources when appropriate).	Not applicable.	Not applicable.	Not applicable.
3.W.1.B.c	c. Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end.	Not applicable.	Not applicable.	Not applicable.
3.W.1.B.d	d. Addressing an appropriate audience.	Not applicable.	Not applicable.	Not applicable.
W.1.C	C. Revise/Edit			
	Reread, revise and edit drafts with assistance from adults/peers, to:	EE.W.3.5	With guidance and support from adults and peers, revise own writing.	This essential element is not currently being assessed.
3.W.1.C.a	a. Develop and strengthen writing by revising <ul style="list-style-type: none"> • Main idea • Sequence (ideas) • Focus • Beginning, middle, end • Details/facts (from sources when appropriate) • Word choice (related to the topic) • Sentence structure • Transitions • Audience/purpose • voice 			
3.W.1.C.b	b. Edit for language conventions.	EE.L.3.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.3.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.
W.1.D	D. Produce/Publish and Share Writing			
3.W.1.D.a	With assistance from adults/peers: a. Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others.	EE.W.3.6	With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	This essential element is not currently being assessed.
		EE.SL.3.5	Create a multimedia presentation of a story or poem.	This essential element is not currently being assessed.

2. Compose well-developed writing texts for audience and purpose.				
W.2.A	A. Opinion/Argumentative			
3.W.2.A	Write opinion texts that:	EE.W.3.1	Write opinions about topics or text.	This essential element is not currently being assessed.
3.W.2.A.a	a. Introduce a topic or text being studied, using connected sentences.			
3.W.2.A.b	b. State an opinion or establish a position and provide reasons for the opinion/position.	EE.W.3.1.a	Select a text and write an opinion about it.	This essential element is not currently being assessed.
		EE.W.3.1.b	Write one reason to support an opinion about a text.	This essential element is not currently being assessed.
3.W.2.A.c	c. Use specific and accurate words that are related to the topic, audience, and purpose.	EE.L.3.3.a	Use language to make simple requests, comment, or share information.	This essential element is not currently being assessed.
3.W.2.A.d	d. Contain information using student's original language, except when using direct quotation from a source.	EE.W.3.3.a	Select an event or personal experience and write about it including the names of people involved.	This essential element is not currently being assessed.
3.W.2.A.e	e. Reference the name of the author(s) or name of the source used for details or facts included in the text.	Not applicable.	Not applicable.	Not applicable.
3.W.2.A.f	f. Use transitions to connect opinion and reason.	EE.W.3.1.c	Not applicable.	Not applicable.
3.W.2.A.g	g. Provide clear evidence of a beginning, middle, and a concluding statement or paragraph.	EE.W.3.1.d	Not applicable.	Not applicable.
W.2.B	B. Informative/Explanatory			
3.W.2.B	Write informative/explanatory texts that:	EE.W.3.2	Write to share information supported by details.	This essential element is not currently being assessed.

3.W.2.B.a	a. Introduce a topic or text being studied.	EE.W.3.2.a	Select a topic and write about it including one fact or detail.	<p>EMERGENT WRITING (EW.3):</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Turns own body, head, or otherwise directs own attention to objects or people. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice. <p>CONVENTIONAL WRITING (CW.3):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student can select a familiar topic to share about (may be from a set of options) and can use drawing, dictating, or writing to share about it. <p>Target:</p> <ul style="list-style-type: none"> • Can write about a specific topic using facts and details to describe the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text.
3.W.2.B.b	b. Develop the topic with simple facts, definitions, details, and explanations.	EE.W.3.2.b	Not applicable.	Not applicable.
3.W.2.B.c	c. Use specific and relevant words that are related to the topic, audience and purpose.	EE.L.3.3.a	Use language to make simple requests, comment, or share information.	This essential element is not currently being assessed.
3.W.2.B.d	d. Use the student’s original language, except when quoting from a source.	EE.W.3.3.a	Select an event or persona experience and write about it including the names of people involved.	This essential element is not currently being assessed.
3.W.2.B.e	e. Use transition words to connect ideas within categories of information.	EE.W.3.2.c	Not applicable.	Not applicable.

3.W.2.B.f	f. Create a concluding statement or paragraph.	EE.W.3.2.d	Not applicable.	Not applicable.
W.2.C	C. Narrative/Literacy			
3.W.2.C	Write fiction or nonfiction narratives and poems that:	EE.W.3.3	Write about events or personal experiences.	This essential element is not currently being assessed.
3.W.2.C.a	a. Establish a setting, situation/topic and introduce a narrator and/or characters.	EE.W.3.3.a	Select an event or personal experience and write about it including the names of people involved.	This essential element is not currently being assessed.
3.W.2.C.b	b. Use narrative techniques, such as dialogue and descriptions.	EE.W.3.3.b	Not applicable.	Not applicable.
3.W.2.C.c	c. Organize an event sequence to establish a beginning/middle/end.	EE.W.3.3.c	Not applicable.	Not applicable.
3.W.2.C.d	d. Use transition words and phrases to signal event order.	EE.W.3.3.d		
3.W.2.C.e	e. Use specific and relevant words that are related to the topic, audience, and purpose.	EE.L.3.3.a	Use language to make simple requests, comment, or share information.	This essential element is not currently being assessed.
3. Gather, analyze, evaluate and use information from a variety of sources.				
W.3.A	A. Research Process			
3.W.3.A	Apply research process to:	EE.W.3.7	Identify information about a topic for a research project.	This essential element is not currently being assessed.
3.W.3.A.a	a. Generate a list of subject appropriate topics.	Not applicable.	Not applicable.	Not applicable.
3.W.3.A.b	b. Create an individual question about a topic.	Not applicable.	Not applicable.	Not applicable.
3.W.3.A.c	c. Decide what sources of information might be relevant to answer these questions.	Not applicable.	Not applicable.	Not applicable.
3.W.3.A.d	d. Locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts.	EE.W.3.8	Sort information on a topic or personal experience into two provided categories and write about each one.	This essential element is not currently being assessed.
3.W.3.A.e	e. Determine the accuracy and relevance of the information related to a selected text.	Not applicable.	Not applicable.	Not applicable.

3.W.3.A.f	f. Take simple notes in own words and sort evidence into provided categories or organizer.	EE.W.3.8	Sort information on a topic or personal experience into two provided categories and write about each one.	This essential element is not currently being assessed.
3.W.3.A.g	g. Use quotation marks to denote direct quotations when recording specific words and sentences from a source.	Not applicable.	Not applicable.	Not applicable.
3.W.3.A.h	h. Create a resource page from notes.	Not applicable.	Not applicable.	Not applicable.
3.W.3.A.i	i. Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria.	Not applicable.	Not applicable.	Not applicable.
LANGUAGE				
1. Communicate using conventions of English language.				
L.1.A	A. Grammar			
3.L.1.A	In speech and written form, apply standard English grammar to:	EE.L.3.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
3.L.1.A.a	a. Use regular and irregular verbs and simple verb tenses.	EE.L.3.1.d	Use present and past tense verbs.	This essential element is not currently being assessed.
3.L.1.A.b	b. Use helping verbs with irregular verbs.	EE.L.3.1.e	Not applicable.	Not applicable.
3.L.1.A.c	c. Use complete subject and complete predicate in a sentence.	EE.L.3.1.f	Not applicable.	Not applicable.
3.L.1.A.d	d. Use comparative, demonstrative and superlative adjectives and adverbs.	EE.L.3.1.g	Use common adjectives.	This essential element is not currently being assessed.
3.L.1.A.e	e. Use subject/verb agreement in sentences.	EE.3.1.f	Not applicable.	Not applicable.
3.L.1.A.f	f. Produce simple and compound imperative, exclamatory, declarative, interrogative sentences.	EE.L.3.1.i	Ask simple questions.	This essential element is not currently being assessed.
3.L.1.A.g	g. Use 1 st , 2 nd , and 3 rd person pronouns and their antecedents.	EE.L.3.1.f	Not applicable.	Not applicable.
L.1.B	B. Punctuation, Capitalization, Spelling			
3.L.1.B	In written text:	Not applicable.	Not applicable.	Not applicable.
3.L.1.B.a	a. Write legibly (print and cursive).	Not applicable.	Not applicable.	Not applicable.

3.L.1.B.b	b. Use an apostrophe to form possessives.	EE.L.3.2.d	Not applicable.	Not applicable.
3.L.1.B.c	c. Demonstrate and use commas and quotation marks in dialogue.	EE.L.3.2.c	Not applicable.	Not applicable.
3.L.1.B.d	d. Capitalize dialogue correctly	EE.L.3.2.a	Capitalize the first letter of familiar names.	This essential element is not currently being assessed.
3.L.1.B.e	e. Use commas for greeting and closing of a friendly letter.	EE.L.3.2.b	During shared writing, indicate the need to add a period at the end of a sentence.	This essential element is not currently being assessed.
3.L.1.B.f	f. Capitalize names of places.	EE.L.3.2.a	Capitalize the first letter of familiar names.	This essential element is not currently being assessed.
3.L.1.B.g	g. Capitalize titles of books, stories and songs.			
3.L.1.B.h	h. Use spelling patterns and generalizations to spell compound words.	EE.L.3.2.f	Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.	This essential element is not currently being assessed.
3.L.1.B.i	i. Spell words that double the consonant.	EE.L.3.2.e	Use resources as needed to spell common high-frequency words accurately.	This essential element is not currently being assessed.
3.L.1.B.j	j. Spell plural words that change 'y' to 'ies'			
3.L.1.B.k	k. Consult reference materials to check and correct spellings.	EE.L.3.2.g	Consult print in the environment to support reading and spelling.	This essential element is not currently being assessed.
3.L.1.B.l	l. Arrange words in alphabetical order, to the third letter.	Not applicable.	Not applicable.	Not applicable.
SPEAKING/LISTENING				
1. Listening for a purpose.				
SL.1.A	A. Purpose			
3.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.3.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
3.SL.1.A.a	a. Follow classroom listening rules.	EE.SL.3.1.b	Listen to others' ideas before responding.	This essential element is not currently being assessed.
3.SL.1.A.b	b. Ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others.	EE.SL.3.1.c	Indicate confusion or lack of understanding about information presented.	This essential element is not currently being assessed.
		EE.SL.3.3	Ask or answer questions about the details provided by the speaker.	This essential element is not currently being assessed.
3.SL.1.A.c	c. Follow three-step instructions, according to classroom expectations.	Not applicable.	Not applicable.	Not applicable.

2. Listen for entertainment.				
SL.2.A	A. Entertainment			
3.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: <ul style="list-style-type: none"> a. Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations. 	EE.SL.3.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
3. Speak effectively in collaborative discussions.				
SL.3.A	A. Collaborative Discussions			
3.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.3.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
3.SL.3.A.a	<ul style="list-style-type: none"> a. Come to discussion prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 	EE.SL.3.1.a	Engage in collaborative interactions about texts.	This essential element is not currently being assessed.
3.SL.3.A.b	<ul style="list-style-type: none"> b. Responding appropriately to discussion in a variety of settings, according to classroom expectations. 	EE.SL.3.1.b	Listen to others' ideas before responding.	This essential element is not currently being assessed.
3.SL.3.A.c	<ul style="list-style-type: none"> c. Expressing opinion of read-alouds and independent reading topics. 	EE.SL.3.1.d	Express ideas clearly.	This essential element is not currently being assessed.
		EE.SL.3.2	Identify details in a text read aloud or information presented orally or through other media.	This essential element is not currently being assessed.

4. Speak effectively when presenting.				
SL.4.A	A. Presenting			
3.SL.4.A	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.3.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
3.SL.4.A.a	a. Using presentation skills and/or appropriate technology.	EE.SL.3.5	Create a multimedia presentation of a story or poem.	This essential element is not currently being assessed.
3.SL.4.A.b	b. Presenting information with clear ideas and details speaking clearly at an understandable pace.	EE.SL.3.4	Recount a personal experience, story, or topic including detail.	This essential element is not currently being assessed.
3.SL.4.A.c	c. Giving an informal presentation, using a variety of media.	EE.SL.3.5	Create a multimedia presentation of a story or poem.	This essential element is not currently being assessed.
3.SL.4.A.d	d. Using academic language and conventions.	EE.SL.3.6	Combine words for effective communication to clarify thoughts, feelings and ideas in various contexts.	This essential element is not currently being assessed.
3.SL.4.A.e	e. Choosing words and phrases for effect (adjectives, action verbs, figurative language).			

4th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING				
1. Develop and apply skills to the reading process.				
R.1.A	A. Comprehension			
4.R.1.A	Develop and demonstrate reading skills in response to text by:	Not applicable.	Not applicable.	Not applicable.
4.R.1.A.a	a. Drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	EE.RL.4.1	Use details from the text to recount what the text says.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the behavior and actions of specific characters in a familiar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student can identify he explicitly-stated actions of characters in a story. <p>Target:</p> <ul style="list-style-type: none"> • Student can recount events from a narrative using details. They may not be able to provide a complete summary or tell the details in a temporal order but the details are accurate. <p>Successor:</p> <ul style="list-style-type: none"> • Can recount key details of a story.

		EE.RI.4.1	Identify explicit details in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none">• When shown a familiar book (“familiar” means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. <p>Target:</p> <ul style="list-style-type: none">• Able to identify explicit details in an informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can identify words or details to answer a question about explicit information presented in the text.
--	--	------------------	---	---

4.R.1.A.b	b. Drawing conclusions by providing textual evidence of what the text says explicitly.	EE.RL.4.1	Use details from the text to recount what the text says.	Initial Precursor: <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. Distal Precursor: <ul style="list-style-type: none">• Can identify the behavior and actions of specific characters in a familiar story. Proximal Precursor: <ul style="list-style-type: none">• Student can identify he explicitly-stated actions of characters in a story. Target: <ul style="list-style-type: none">• Student can recount events from a narrative using details. They may not be able to provide a complete summary or tell the details in a temporal order but the details are accurate. Successor: <ul style="list-style-type: none">• Can recount key details of a story.
------------------	--	------------------	--	--

		EE.RI.4.1	Identify explicit details in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • When shown a familiar book (“familiar” means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details mentioned in beginner level informational texts. <p>Target:</p> <ul style="list-style-type: none"> • Able to identify explicit details in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify words or details to answer a question about explicit information presented in the text.
4.R.1.A.c	c. Monitoring comprehension and making corrections and adjustments when understanding breaks down.	EE.RF.4.4.c	Use letter knowledge and context to support word recognition when reading.	This essential element is not currently being assessed.

R.1.B	B. Vocabulary			
4.R.1.B	Develop an understanding of vocabulary by:	Not applicable.	Not applicable.	Not applicable.
4.R.1.B.a	a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic roots, prefixes, and suffixes.	EE.L.4.4	Demonstrate knowledge of word meanings.	This essential element is not currently being assessed.
		EE.RL.4.4	Determine the meaning of words in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. <p>Target:</p> <ul style="list-style-type: none"> • Can identify simple semantics definitions for unambiguous words in a text. <p>Successor:</p> <ul style="list-style-type: none"> • Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”).
		EE.L.4.4.b	Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).	This essential element is not currently being assessed.

<p>4.R.1.B.b</p>	<p>b. Using the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words.</p>	<p>EE.L.4.4.a</p>	<p>Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.RI.4.4</p>	<p>Determine meaning of words in text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. <p>Target:</p> <ul style="list-style-type: none"> • Can identify simple semantic definitions for unambiguous words in a text. <p>Successor:</p> <ul style="list-style-type: none"> • Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet.”)

4.R.1.B.c	c. Completing analogies.	EE.L.4.5.c	Demonstrate understanding of opposites.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Target:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding of words with opposite meaning (e.g., cold, hot, up, down) <p>Successor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student).
4.R.1.B.d	d. Identifying the meaning of common idioms and figurative language.	EE.L.4.5	Demonstrate understanding of word relationships and use.	This essential element is not currently being assessed.
		EE.4.5.a	Not applicable.	Not applicable.
		EE.L.4.5.b	Use common idioms (e.g., <i>no way, not a chance, you bet</i>).	This essential element is not currently being assessed.
4.R.1.B.e	e. Using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words.	EE.L.4.4.c	Not applicable.	Not applicable.

4.R.1.B.f	f. Using conversational, general academic, and domain specific words and phrases.	EE.L.4.6	Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	This essential element is not currently being assessed.
R.1.C C. Making Connections				
4.R.1.C	Explain relevant connections between:	Not applicable.	Not applicable.	Not applicable.
4.R.1.C.a	a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast).	EE.RI.4.9	Compare details presented in two texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine when two different informational texts on the same topic make a similar point or statement. <p>Target:</p> <ul style="list-style-type: none"> • Can compare informational texts on the same topic based on the specific details used to discuss the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic.
4.R.1.C.b	b. Text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame).	EE.RL.4.9	Compare characters, settings or events in stories, myths or texts from different cultures.	This essential element is not currently being assessed.

R.1.D	D. Independent Text			
4.R.1.D	Read independently for multiple purposes over sustained periods of time by:	EE.RL.4.10	Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.	These essential elements are not currently being assessed.
4.R.1.D.a	a. Reading text that is developmentally appropriate.	EE.RI.4.10	Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	
4.R.1.D.b	b. Producing evidence of reading.			
2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry and drama from a variety of cultures and times.				
R.2.A	A. Fiction			
4.R.2.A	Read, infer, analyze, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
4.R.2.A.a	a. Summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme.	EE.RL.4.2	Identify the theme or central idea of a familiar story, drama or poem.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the major events of a familiar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify and recall how characters' actions affect the consequences that occur in the story afterwards. <p>Target:</p> <ul style="list-style-type: none"> • Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative.

		EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none">• When shown a familiar book (“Familiar” means that the student has had several shared reading experiences with the same text.), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none">• Can identify the overall, general topic of any brief (no more than a paragraph) familiar informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can determine which words contained in an informational text relate to the topic of the text.
--	--	------------------	--	---

4.R.2.A.b	b. Describe the personality traits of characters from the thoughts, words, and actions.	EE.RL.4.3	Use details from the text to describe characters in the story.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify elements in a story (characters, other key details in the text) when asked. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the key elements in a story, including the main characters, setting, and the major events. <p>Target:</p> <ul style="list-style-type: none"> • Can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations. <p>Successor:</p> <ul style="list-style-type: none"> • Can use details from a narrative to describe characters, settings, and events (students may not identify specific key details, but are able to identify additional information about a story.)
4.R.2.A.c	c. Describe the interaction of characters including their relationships and how they change.			
4.R.2.A.d	d. Compare and contrast the adventures or exploits of characters and their roles.	EE.RL.4.9	Compare characters, settings, or events in stories, myths or texts from different cultures.	This essential element is not currently being assessed.

<p>4.R.2.A.e</p>	<p>e. Compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person.</p>	<p>EE.RI.4.6</p>	<p>Compare own experience with a written account of the experience.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.RL.4.6</p>	<p>Identify the narrator of a story.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> ● Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> ● Can identify the behavior and action of specific characters in a familiar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> ● Student can identify the explicitly-stated actions of characters in a story. <p>Target:</p> <ul style="list-style-type: none"> ● Can determine who the narrator is in a story he or she is reading. <p>Successor:</p> <ul style="list-style-type: none"> ● Can determine what the point of view for the narrator of a story is.

R.2.B	B. Poetry			
4.R.2.B.a	Read, infer and draw conclusions to: a. Explain structural elements of poetry.	Not applicable	Not applicable.	Not applicable.
R.2.C	C. Drama			
4.R.2.C	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
4.R.2.C.a	a. Analyze how characters change from the beginning to the end of a play or film.	EE.RL.4.3	Use details from the text to describe characters in the story.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify elements in a story (characters, other key details in the text) when asked. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the key elements in a story, including the main characters, setting, and the major events. <p>Target:</p> <ul style="list-style-type: none"> • Can describe characters in a narrative using appropriate words, rather than reacting to/relying on the illustrations. <p>Successor:</p> <ul style="list-style-type: none"> • Can use details from a narrative to describe characters, settings, and events (students may not identify specific key details, but are able to identify additional information about a story.)

<p>4.R.2.C.b</p>	<p>b. Explain structural elements of dramatic literature.</p>	<p>EE.RL.4.5</p>	<p>Identify elements that are characteristic of stories.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events <p>Distal Precursor:</p> <ul style="list-style-type: none"> • When shown a familiar book (“Familiar” means that the student has had several shared reading experiences with the same text.), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the events that occur at the beginning, middle, and end of a familiar, linear story. <p>Target:</p> <ul style="list-style-type: none"> • The student can identify characteristic elements of stories in a text, including main character, setting, initiating and resolution events. <p>Successor:</p> <ul style="list-style-type: none"> • The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting).
<p>3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p>				
<p>R.3.A</p>	<p>A. Text Features</p>			
<p>4.R.3.A</p>	<p>Read, infer and draw conclusions to:</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

<p>4.R.3.A.a</p>	<p>a. Use multiple text features to locate information and gain an overview of the contents of text.</p>	<p>EE.RI.4.5</p>	<p>Identify elements that are characteristic of informational texts.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarity or difference based on the physical characteristics of objects. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • When shown a familiar book (“familiar” means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Understands that informational texts often provide pictures/illustrations or tactile graphics/objects that supplement the text and can help to provide information or clarify the text. <p>Target:</p> <ul style="list-style-type: none"> • Can identify elements that are characteristic of informational texts. These elements in the presentation of information, which is organized using text features (that serve to organize information-titles, key words, illustrations/graphics, headings, etc.) and logical presentation of information (rather than event oriented structure). This latter piece will likely need to be introduced instructionally at this node, rather than formally assessed.
-------------------------	--	-------------------------	--	---

				<p>Successor:</p> <ul style="list-style-type: none"> • Can determine if an informational text is providing information about events, giving direction, or providing information on a topic.
4.R.3.A.b	b. Describe the sequence of events, ideas, concepts or steps needed to carry out a procedure.	EE.RI.4.3	Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Target:</p> <ul style="list-style-type: none"> • Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text.
4.R.3.A.c	c. Interpret and explain factual information presented graphically.	EE.RI.4.7	Make connections between the text representation of a story and a visual, tactual, or oral version of a story.	This essential element is not currently being assessed.

R.3.B	B. Literary Techniques			
4.R.3.B	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
4.R.3.B.a	a. Explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.	Not applicable.	Not applicable.	Not applicable.
4.R.3.B.b	b. Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis.	EE.RI.4.8	Identify one or more reasons supporting a specific point in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> When attending, react to a change to an object or situation. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader. <p>Target:</p> <ul style="list-style-type: none"> Can provide the reasons an author includes (i.e., details) that support the points of an informational text. <p>Successor:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reasons supporting it.

		EE.RI.4.1	Identify explicit details in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none">• When shown a familiar book (“familiar” means that the student has had several shared reading experiences with the same text), can name the objects shown in the pictures/tactile graphics or the objects representing the book pictures. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. <p>Target:</p> <ul style="list-style-type: none">• Able to identify explicit details in an informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can identify words or details to answer a question about explicit information presented in the text.
--	--	------------------	---	---

4.R.3.B.c	c. Explain how an author uses language to present information to influence what the reader thinks or does.	EE.RI.4.8	Identify one or more reasons supporting a specific point in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> When attending, react to a change to an object or situation. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader. <p>Target:</p> <ul style="list-style-type: none"> Can provide the reasons an author includes (i.e., details) that support the points of an informational text. <p>Successor:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reasons supporting it.
R.3.C	C. Text Structures			
4.R.3.C	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
4.R.3.C.a	a. Distinguish fact from opinion in a text and explain how to verify what is a fact.	Not applicable.	Not applicable.	Not applicable.

4.R.3.C.b	b. Explain explicit and implicit relationships among ideas in texts.	EE.RI.4.3	Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	Initial Precursor: <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. Distal Precursor: <ul style="list-style-type: none">• Using their categorical knowledge, can make generalizations about the category to novel instances of that category. Proximal Precursor: <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. Target: <ul style="list-style-type: none">• Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text. Successor: <ul style="list-style-type: none">• Can find the similarities between the key details, such as the individuals, events, or ideas, located within an informational text.
------------------	--	------------------	--	---

4.R.3.C.c	c. Explain author's purpose.	Not applicable.	Not applicable.	Not applicable.
4.R.3.C.d	d. Compare and contrast a firsthand and secondhand account of the same event or topic.	EE.RI.4.6	Compare own experience with a written account of the experience.	This essential element is not currently being assessed.
4. Comprehend and analyze words, images, graphics, and sound in various media and digital forms to impact meaning.				
R.4.A	B. Digital and Media Literacy			
4.R.4.A	Read to develop an understanding of media and its components by:	Not applicable.	Not applicable.	Not applicable.
4.R.4.A.a	a. Explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	Not applicable.	Not applicable.	Not applicable.
4.R.4.A.b	b. Explaining how various design techniques used in media influence the message.	Not applicable.	Not applicable.	Not applicable.
4.R.4.A.c	c. Comparing various written conventions used for digital media.	Not applicable.	Not applicable.	Not applicable.
4.R.4.A.d	d. Explaining text structures and graphics features of a web page and how they help readers to comprehend text.	EE.RI.4.7	Answer questions about information presented visually, orally, or quantitatively.	This essential element is not currently being assessed.
READING FOUNDATIONS				
1. Understand how English is written and read.				
RF.1.A	A. Print Awareness.			
4.RF.1.A	No expectations.	Not applicable.	Not applicable.	Not applicable.
2. Understand how English is written and read.				
RF.2.A	A. Phonemic Awareness			
4.RF.2.A	No expectations.	Not applicable.	Not applicable.	Not applicable.
3. Understand how English is written and read.				
RF.3.A	A. Phonics.			
4.RF.3.A	Develop phonics in the reading process by:	EE.RF.4.3	Use letter-sound knowledge to read words.	This essential element is not currently being assessed.
4.RF.3.A.a	a. Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context.	EE.RF.4.3.a	Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	This essential element is not currently being assessed.

4.RF.3.A.b	b. Reading root words, prefixes, and suffixes and important words from specific content curricula.	EE.L.4.4	Demonstrate knowledge of word meanings.	This essential element is not currently being assessed.
		EE.L.4.4.b	Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).	This essential element is not currently being assessed.
4. Understand how English is written and read.				
RF.4.A	A. Fluency			
4.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EE.RF.4.4	Read words in text.	This essential element is not currently being assessed.
		EE.RF.4.4.a	Read text comprised of familiar words with accuracy and understanding.	This essential element is not currently being assessed.
		EE.RF.4.4.b	Not applicable.	Not applicable.
		EE.RF.4.4.c	Use letter knowledge and context to support word recognition when reading.	This essential element is not currently being assessed.
WRITING				
1. Apply a writing process to develop a text for audience and purpose.				
W.1.A	A. Prewriting			
4.W.1.A	Follow a writing process to plan a first draft by:	EE.W.4.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
4.W.1.A.a	a. Selecting a genre appropriate for conveying the purpose to an intended audience.	EE.W.4.10	Write routinely for a variety of tasks, purposes, and audiences.	This essential element is not currently being assessed.
4.W.1.A.b	b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph.	Not applicable.	Not applicable.	Not applicable.
4.W.1.A.c	c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.	Not applicable.	Not applicable.	Not applicable.
4.W.1.A.d	d. Addressing an appropriate audience.	EE.W.4.10	Write routinely for a variety of tasks, purposes, and audiences.	This essential element is not currently being assessed.

W.1.B	B. Draft			
4.W.1.B	Appropriate to genre type, develop a draft from prewriting by:	EE.W.4.4	Produce writing that expresses more than one idea.	This essential element is not currently being assessed.
4.W.1.B.a	a. Generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound.			
4.W.1.B.b	b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph.			
4.W.1.B.c	c. Categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.			
4.W.1.B.d	d. Addressing an appropriate audience.			
W.1.C	C. Revise/Edit			
4.W.1.C	Reread, revise and edit drafts with assistance to:	EE.W.4.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
4.W.1.C.a	a. Develop and strengthen writing by revising <ul style="list-style-type: none"> • Main idea • Sequence (ideas) • Focus • Beginning, middle, end • Details/facts (from multiple sources, when appropriate) • Word choice (related to the topic) • Sentence structure • Transitions • Audience/purpose • Voice 			

4.W.1.C.b	b. Edit for language conventions.	EE.L.4.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.4.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.
W.1.D	D. Produce/Publish and Share Writing			
4.W.1.D	With assistance from adults/peers:	EE.W.4.6	With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	This essential element is not currently being assessed.
4.W.1.D.a	a. Use technology, including the Internet, to produce and publish writing.			
4.W.1.D.b	b. Demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally, in a single sitting.			
2. Compose well-developed writing texts for audience and purpose.				
W.2.A	A. Opinion/Argumentative			
4.W.2.A	Write opinion texts that:	EE.W.4.1	Write opinions about topics or text.	This essential element is not currently being assessed.
4.W.2.A.a	a. Introduce a topic or text being studied using an introductory paragraph.	EE.W.4.1.a	Write about a personal experience including two events in sequence.	This essential element is not currently being assessed.
4.W.2.A.b	b. State an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details.			
		EE.W.4.1.b	List words, facts, or details related to the topic.	This essential element is not currently being assessed.
4.W.2.A.c	c. Use specific and accurate words that are related to the topic, audience and purpose.	EE.L.4.3.a	Use language to express emotion.	This essential element is not currently being assessed.
4.W.2.A.d	d. Contain information using student's original language, except when using direct quotation from a source.	EE.W.4.8	Recall and sort information from personal experiences on a topic into given categories.	This essential element is not currently being assessed.
4.W.2.A.e	e. Reference the name of the author(s) or name of the source used for details or facts included in the text.			
4.W.2.A.f	f. Use text structures when useful.	EE.W.4.1.c	Not applicable.	Not applicable.
4.W.2.A.g	g. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.	EE.W.4.1.d	Not applicable.	Not applicable.

W.2.B	B. Informative/Explanatory			
4.W.2.B	Write informative/explanatory texts that:	EE.W.4.2	Write to share information supported by detail.	This essential element is not currently being assessed.
4.W.2.B.a	a. Introduce a topic using a topic sentence in an introductory paragraph.	EE.W.4.2.a	Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.	This essential element is not currently being assessed.
4.W.2.B.b	b. Develop the topic into supporting paragraphs from sources using topic sentences with facts, details, examples, and quotations.	EE.W.4.2.b	List words, facts, or details related to the topic.	<p>EMERGENT WRITING (EW.4)</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places and events. <p>CONVENTIONAL WRITING (CW.4):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Target:</p> <ul style="list-style-type: none"> • Can determine the words, facts, details, or other information that relate to a specific topic when preparing to write. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic.
4.W.2.B.c	c. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose.	EE.W.4.2.d	Not applicable.	Not applicable.
		EE.L.4.3.a	Use language to express emotion.	This essential element is not currently being assessed.

4.W.2.B.d	d. Contain information using student's original language, except when using direct quotations from a source.	EE.W.4.8	Recall and sort information from personal experiences or a topic into given categories.	This essential element is not currently being assessed.
4.W.2.B.e	e. Use transitions to connect categories of information.	EE.W.4.2.c	Not applicable.	Not applicable.
4.W.2.B.f	f. Use text structures when useful.	EE.W.4.2.a	Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.	This essential element is not currently being assessed.
4.W.2.B.g	g. Create a concluding paragraph related to the information.	EE.W.4.2.e	Not applicable.	Not applicable.
W.2.C	C. Narrative/Literacy			
4.W.2.C	Write fiction or nonfiction narratives and poems that:	EE.W.4.3	Write about events or personal experiences.	This essential element is not currently being assessed.
4.W.2.C.a	a. Establish a setting, situation/topic, and introduce a narrator and/or characters.	EE.W.4.3.a	Write about a personal experience including two events in sequence.	This essential element is not currently being assessed.
4.W.2.C.b	b. Use narrative techniques, such as dialogue, motivation and descriptions.	EE.W.4.3.b	List words that describe an event or personal experience to use when writing about it.	This essential element is not currently being assessed.
4.W.2.C.c	c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end.	EE.W.4.3.a	Write about a personal experience including two events in sequence.	This essential element is not currently being assessed.
4.W.2.C.d	d. Use a variety of transitions to manage the sequence of events.	EE.W.4.3.c	Not applicable.	Not applicable.
4.W.2.C.e	e. Use specific, relevant and accurate words that are suited to the topic, audience, and purpose.	EE.W.4.3.d	Not applicable.	Not applicable.
		EE.L.4.3.a	Use language to express emotion.	This essential element is not currently being assessed.
3. Gather, analyze, evaluate and use information from a variety of sources.				
W.3.A	A. Research Process			
4.W.3.A	Apply research process to:	Not applicable.	Not applicable.	Not applicable.
4.W.3.A.a	a. Generate a list of subject appropriate topics.	Not applicable.	Not applicable.	Not applicable.

4.W.3.A.b	b. Create a research question to address, relevant to a chosen topic.	EE.W.4.7	Gather information about a topic from two or more sources for a research project.	This essential element is not currently being assessed.
4.W.3.A.c	c. Identify a variety of relevant sources, literary, and informational.	EE.W.4.8	Recall and sort information from personal experience or a topic into given categories.	This essential element is not currently being assessed.
		EE.W.4.9	Recall information from literary and informational text to support writing.	This essential element is not currently being assessed.
4.W.3.A.d	d. Use organizational features of print and digital sources efficiently to locate information.	EE.W.4.8	Recall and sort information from personal experience or a topic into given categories.	This essential element is not currently being assessed.
4.W.3.A.e	e. Convert graphic/visual data into written notes			
4.W.3.A.f	f. Determine the accuracy of the information gathered.	EE.W.4.9	Recall information from literary and informational text to support writing.	This essential element is not currently being assessed.
4.W.3.A.g	g. Differentiate between paraphrasing and plagiarism when using ideas of others.	Not applicable.	Not applicable.	Not applicable.
4.W.3.A.h	h. Record bibliographic information from sources according to a standard format.	Not applicable.	Not applicable.	Not applicable.
4.W.3.A.i	i. Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.	Not applicable.	Not applicable.	Not applicable.

LANGUAGE

1. Communicate using conventions of English language.

L.1.A	A. Grammar			
4.L.1.A	In speech and written form, apply standard English grammar to:	EE.L.4.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
4.L.1.A.a	a. Use the “be” helping verbs with “ing” verbs.	EE.L.4.1.b	Combine common nouns with verbs, nouns, or pronouns in communication.	This essential element is not currently being assessed.

4.L.1.A.b	b. Use and order adjectives within sentences to conventional patterns.	EE.L.4.1.d	Use comparative and superlative adjectives to describe people or objects.	This essential element is not currently being assessed.
4.L.1.A.c	c. Use progressive verbs to show past, present, and future.	EE.L.4.1.b	Combine common nouns with verbs, nouns, or pronouns in communication.	This essential element is not currently being assessed.
4.L.1.A.d	d. Use adverbs in writing.	Not applicable.	Not applicable.	Not applicable.
4.L.1.A.e	e. Use subject/verb agreement with 1 st , 2 nd , and 3 rd person pronouns.	EE.L.4.1.b	Combine common nouns with verbs, nouns, or pronouns in communication.	This essential element is not currently being assessed.
4.L.1.A.f	f. Use prepositions.	EE.L.4.1.e	Use common prepositions (e.g., <i>to, from, in, out, on, off, by with</i>).	This essential element is not currently being assessed.
4.L.1.A.g	g. Recognize the difference between and use coordinating conjunctions and subordinating conjunctions.	Not applicable.	Not applicable.	Not applicable.
4.L.1.A.h	h. Produce and expand the complete, simple and compound four types of sentences.	EE.L.4.1.f	Combine three or more words in communication.	This essential element is not currently being assessed.
4.L.1.A.i	i. Correct sentence fragments and run-on sentences in writing.			
L.1.B	B. Punctuation, Capitalization, Spelling			
4.L.1.B	In written text:	EE.L.4.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.
4.L.1.B.a	a. Write legibly.	Not applicable.	Not applicable.	Not applicable.
4.L.1.B.b	b. Punctuate a dialogue between two or more characters.	EE.L.4.2.b	Not applicable.	Not applicable.
4.L.1.B.c	c. Insert a comma before a coordinating conjunction in a compound sentence.	EE.L.4.2.c	Not applicable.	Not applicable.
4.L.1.B.d	d. Capitalize proper adjectives	Not applicable.	Not applicable.	Not applicable.

4.L.1.B.e	e. Use correct capitalization.	EE.L.4.2.a	Capitalize the first word in a sentence.	EMERGENT WRITING (EW.4) Initial Precursor: <ul style="list-style-type: none">• Student understands that we use letters to write words. We don't use numbers, punctuation, or other symbols, and we don't draw pictures to represent the referent. Distal Precursor: <ul style="list-style-type: none">• Can recognize when a letter is uppercase and when it is lowercase. CONVENTIONAL WRITING (CW.4): Proximal Precursor: <ul style="list-style-type: none">• Can indicate a knowledge that when a word is capitalized, the first letter in the word is in upper case. Target: <ul style="list-style-type: none">• Capitalizes the first letter of sentences. Successor: <ul style="list-style-type: none">• Capitalizes the correct words when writing a title.
------------------	--------------------------------	-------------------	--	---

4.L.1.B.f	f. Spell words with suffixes by dropping or leaving the final 'e'.	EE.L.4.2.d	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	EMERGENT WRITING (EW.4) Initial Precursor: <ul style="list-style-type: none"> Student understands that we use letters to write words. We don't use numbers, punctuation, or other symbols, and we don't draw pictures to represent the referent. Distal Precursor: <ul style="list-style-type: none"> Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. CONVENTIONAL WRITING (CW.4): Proximal Precursor: <ul style="list-style-type: none"> Can produce a string of letters (student attempts to write words) by combining random letters. Target: <ul style="list-style-type: none"> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. Successor: <ul style="list-style-type: none"> Can spell words with inflectional endings (e.g., <i>walked, eats, sleeping</i>).
4.L.1.B.g	g. Spell words ending in the long 'e' sound.			
4.L.1.B.h	h. Alphabetize reference sources.	Not applicable.	Not applicable.	Not applicable.
4.L.1.B.i	i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context.	EE.RF.4.3.a	Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	This essential element is not currently being assessed.

SPEAKING/LISTENING				
1. Listening for a purpose.				
SL.1.A	A. Purpose			
4.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.4.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
4.SL.1.A.a	a. Following, generating, and justifying classroom listening rules.	EE.SL.4.1.b	With guidance and support, carry out assigned role in a discussion.	This essential element is not currently being assessed.
4.SL.1.A.b	b. 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 other.	EE.SL.4.1.c	Answer specific questions related to information in a discussion.	This essential element is not currently being assessed.
4.SL.1.A.c	c. Following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.	Not applicable.	Not applicable.	Not applicable.
2. Listen for entertainment.				
SL.2.A	A. Entertainment			
4.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. Generating and following active listening rules, according to classroom expectations.	EE.SL.4.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
		EE.SL.4.1.b	With guidance and support, carry out assigned role in a discussion.	This essential element is not currently being assessed.
3. Speak effectively in collaborative discussions.				
SL.3.A	B. Collaborative Discussions			
4.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.4.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
4.SL.3.A.a	a. Contributing to discussion after listening to others' ideas, according to classroom expectations.	EE.SL.4.1.b	With guidance and support, carry out assigned role in a discussion.	This essential element is not currently being assessed.
		EE.SL.4.1.c	Answer specific questions related to information in a discussion.	This essential element is not currently being assessed.
		EE.SL.4.1.d	Identify the key ideas in a discussion.	This essential element is not currently being assessed.
4.SL.3.A.b	b. Expressing opinions of read-alouds and independent reading and relating opinion to others.	Not applicable.	Not applicable.	Not applicable.

4. Speak effectively when presenting.				
SL.4.A	B. Presenting			
4.SL.4.A	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.4.6	Differentiate between communication partners and contexts that call for formal and informal communication.	This essential element is not currently being assessed.
4.SL.4.A.a	a. Paraphrasing portions of a text read aloud or information presented in diverse media and formats.	EE.SL.4.2	Ask and answer questions about details from a text read aloud or information presented orally or through other media.	This essential element is not currently being assessed.
4.SL.4.A.b	b. Using efficient presentation skills with available resources.	EE.SL.4.5	Add audio recordings or visuals to a presentation about a personally relevant topic.	This essential element is not currently being assessed.
4.SL.4.A.c	c. Incorporating descriptive and sequential details in a student designed or teacher assigned topic.	EE.SL.4.4	Retell a story or personal experience or recount a topic with supporting details.	This essential element is not currently being assessed.
4.SL.4.A.d	d. Giving a formal presentation to classmates, using a variety of media.			
4.SL.4.A.e	e. Speaking with expression and fluency.	EE.SL.4.6	Differentiate between communication partners and contexts that call for formal and informal communication.	This essential element is not currently being assessed.
4.SL.4.A.f	f. Adjusting formal/informal language according to context and topic.			

5th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING				
1. Develop and apply skills to the reading process.				
R.1.A	A. Comprehension			
5.R.1.A	Develop and demonstrate reading skills in response to text by:	Not applicable.	Not applicable.	Not applicable.
5.R.1.A.a	a. Drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	EE.RL.5.1	Identify words in the text to answer a question about explicit information.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the major events of a familiar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the key elements in a story, including the main characters, setting, and the major events. <p>Target:</p> <ul style="list-style-type: none"> • Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising information. <p>Successor:</p> <ul style="list-style-type: none"> • Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative.

		EE.RI.5.1	Identify words in the text to answer a question about explicit information.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can understand a familiar text read aloud or through oral or other media by answering questions posed by others. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can answer questions posed by others regarding the concrete details of an informational text. <p>Target:</p> <ul style="list-style-type: none">• Can identify words or details to answer a question about explicit information presented in the text. <p>Successor:</p> <ul style="list-style-type: none">• Can find specific details in an informational text to answer questions asking about information explicitly stated in the text.
--	--	------------------	---	---

5.R.1.A.b	b. Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.	EE.RL.5.1	Identify words in the text to answer a question about explicit information.	Initial Precursor: <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. Distal Precursor: <ul style="list-style-type: none">• Can identify the major events of a familiar story. Proximal Precursor: <ul style="list-style-type: none">• Can identify the key elements in a story, including the main characters, setting, and the major events. Target: <ul style="list-style-type: none">• Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising information. Successor: <ul style="list-style-type: none">• Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative.
------------------	--	------------------	---	--

		EE.RI.5.1	Identify words in the text to answer a question about explicit information.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can understand a familiar text read aloud or through oral or other media by answering questions posed by others. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can answer questions posed by others regarding the concrete details of an informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can identify words or details to answer a question about explicit information presented in the text. <p>Successor:</p> <ul style="list-style-type: none"> • Can find specific details in an informational text to answer questions asking about information explicitly stated in the text.
5.R.1.A.c	c. Monitoring comprehension and making corrections and adjustments when understanding breaks down.	EE.RF.5.4.c	Use context to confirm or self-correct word recognition when reading.	This essential element is not currently being assessed.

R.1.B	B. Vocabulary			
5.R.1.B	Develop an understanding of vocabulary by:	Not applicable.	Not applicable.	Not applicable.
5.R.1.B.a	a. Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words, prefixes and suffixes through content.	EE.RL.5.4	Determine the intended meaning of multi-meaning words in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., “sweet”). <p>Target:</p> <ul style="list-style-type: none"> • Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words. <p>Successor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding of the use of a multiple meaning word.
		EE.L.5.4.b	Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i> , <i>talking</i> , <i>talks</i>).	This essential element is not currently being assessed.

5.R.1.B.b	b. Using context to determine meaning of unfamiliar or multiple meaning words.	EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can demonstrate a receptive understanding of the object words that accompany familiar games or routines. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence. <p>Target:</p> <ul style="list-style-type: none"> Can identify when word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues. <p>Successor:</p> <ul style="list-style-type: none"> Can identify what word is missing within a text by using the surrounding words and sentences and their meaning as clues to the meaning of the missing word.
		EE.L.5.4	Demonstrate knowledge of word meanings.	This essential element is not currently being assessed.
5.R.1.B.c	c. Constructing analogies.	Not applicable.	Not applicable.	Not applicable.
5.R.1.B.d	d. Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text.	EE.L.5.5.a	Use simple, common idioms (e.g., <i>You bet!</i> , <i>It's a deal.</i> , <i>We're cool.</i>).	This essential element is not currently being assessed.
		EE.L.5.5.b	Not applicable	This essential element is not currently being assessed.

<p>5.R.1.B.e</p>	<p>e. Identifying and using words and phrases that signal contrast, addition, and other logical relationships.</p>	<p>EE.L.5.5.c</p>	<p>Demonstrate understanding of words that have similar meanings.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding of words with opposite meanings (e.g., <i>cold</i>, <i>hot</i>, <i>up</i>, <i>down</i>). <p>Target:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student). <p>Successor:</p> <ul style="list-style-type: none"> • Ceases to overgeneralize words and have proper extension of word meaning.
<p>5.R.1.B.f</p>	<p>f. Using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.</p>	<p>EE.L.5.4.c</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

5.R.1.B.g	g. Using conversational, general academic, and domain-specific words and phrases.	EE.RI.5.4	Determine the meaning of domain-specific words and phrases.	Initial Precursor: <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. Distal Precursor: <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly) Proximal Precursor: <ul style="list-style-type: none">• Can identify simple semantic definitions for unambiguous words in a text Target: <ul style="list-style-type: none">• Can represent the meaning of domain-specific words and phrases in text Successor: <ul style="list-style-type: none">• Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes
------------------	---	------------------	---	--

R.1.C	C. Making Connections			
5.R.1.C	Compare, contrast, and analyze relevant connections between:	Not applicable.	Not applicable.	Not applicable.
5.R.1.C.a	a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast)	EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can understand adjectives in others' speech. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify and recall how characters' actions affect the consequences that occur in the story afterwards. <p>Target:</p> <ul style="list-style-type: none"> • Can determine how two narratives on similar topics or specific themes are similar to one another on their coverage of the topics. <p>Successor:</p> <ul style="list-style-type: none"> • Can find the similarities and differences between two narratives with a similar theme or topic.

		EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can compare informational texts on the same topic based on the specific details used to discuss the topic. <p>Target:</p> <ul style="list-style-type: none">• Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic. <p>Successor:</p> <ul style="list-style-type: none">• After reading two texts on the same topic, can compare and contrast the main points of each.
--	--	------------------	---	--

		EE.RI.5.3	Compare two individuals, events, or ideas in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can understand adjectives in others' speech. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details mentioned in beginner level informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can find the similarities between the key details, such as the individuals, events, or ideas located within an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can find the similarities and differences between the key details located within an informational text.
5.R.1.C.b	b. Text to world (text ideas and the world by responding to literature reflects a culture and historic time frame)	Not applicable.	Not applicable.	Not applicable.
R.1.D	D. Independent Text			
5.R.1.D	Read independently for multiple purposes over sustained periods of time by:	Not applicable.	Not applicable.	Not applicable.
5.R.1.D.a	a. Reading text that is developmentally appropriate.	EE.RL.5.10	Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	This essential element is not currently being assessed.
		EE.RI.5.10	Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	This essential element is not currently being assessed.
5.R.1.D.b	b. Producing evidence of reading.	Not applicable.	Not applicable.	Not applicable.

2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.				
R.2.A	A. Fiction			
5.R.2.A	Read, infer, analyze, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
5.R.2.A.a	a. Compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.	EE.RL.5.3	Compare two characters in a familiar story.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify character(s) and setting in a familiar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use illustrations and/or details of a text to describe the events. <p>Target:</p> <ul style="list-style-type: none"> • Can compare different characters in a familiar story. <p>Successor:</p> <ul style="list-style-type: none"> • Can contrast different characters in a familiar story using specific key details.

5.R.2.A.b	b. Explain the theme or moral lesson, conflict and resolution in a story or novel.	EE.RL.5.2	Identify the central idea or theme of a story, drama or poem.	Initial Precursor: <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. Distal Precursor: <ul style="list-style-type: none">• Can identify the behavior and actions of specific characters in a familiar story. Proximal Precursor: <ul style="list-style-type: none">• Can identify and recall how characters; actions affect the consequences that occur in the story afterwards. Target: <ul style="list-style-type: none">• Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative. Successor: <ul style="list-style-type: none">• Can determine the details that provide for the foundation of the theme in a narrative.
------------------	--	------------------	---	---

		EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. <p>Target:</p> <ul style="list-style-type: none">• Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic. <p>Successor:</p> <ul style="list-style-type: none">• Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph's main idea.
--	--	------------------	--	--

<p>5.R.2.A.c</p>	<p>c. Describe how a narrator’s or speaker’s point of view influences events.</p>	<p>EE.RL.5.6</p>	<p>Determine the point of view of the narrator.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Student can identify the explicitly-stated actions of characters in a story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine who the narrator is in a story he or she is reading. <p>Target:</p> <ul style="list-style-type: none"> • Can determine what the point of view for the narrator of a story is. <p>Successor:</p> <ul style="list-style-type: none"> • Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as “I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion.”
<p>5.R.2.A.d</p>	<p>d. Recognize foreshadowing</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

5.R.2.A.e	e. Explain the effect of a historical event or movement in a work of literature.	Not applicable.	Not applicable.	Not applicable.
5.R.2.A.f	f. Introduce origin myths and culturally significant characters and events in mythology.	Not applicable.	Not applicable.	Not applicable.
5.R.2.A.g	g. Introduce different forms of third-person point of view in stories.	EE.RL.5.6	Determine the point of view of the narrator.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Student can identify the explicitly-stated actions of characters in a story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine who the narrator is in a story he or she is reading. <p>Target:</p> <ul style="list-style-type: none"> • Can determine what the point of view for the narrator of a story is. <p>Successor:</p> <ul style="list-style-type: none"> • Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as “I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion.”
R.2.B	B. Poetry			
5.R.2.B	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
5.R.2.B.a	a. Explain how poets use sound and visual elements in poetry.	Not applicable.	Not applicable.	Not applicable.

5.R.2.B.b	b. Identify forms of poems.	Not applicable.	Not applicable.	Not applicable.
R.2.C	C. Drama			
5.R.2.C	Read, infer, and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
5.R.2.C.a	a. Analyze the similarities between an original text and its dramatic adaptation	EE.RL.5.7	Identify illustrations, tactual or multimedia elements that add to understanding of a text.	This essential element is not currently being assessed.
5.R.2.C.b	b. Identify structural elements of dramatic literature.	EE.RL.5.5	Identify a story element that undergoes change from beginning to end.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • The student can identify characteristic elements of stories in a text, including main character, setting, initiating, and resolution events. <p>Target:</p> <ul style="list-style-type: none"> • The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting). <p>Successor:</p> <ul style="list-style-type: none"> • Student can use information about structure to make determinations about the text.

5.R.2.C.c	c. Evaluate the critical impact of sensory details, imagery, and figurative language.	Not applicable.	Not applicable.	Not applicable.
3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.				
R.3.A	A. Text Features			
5.R.3.A	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.

<p>5.R.3.A.a</p>	<p>a. Use multiple text features and graphics to locate information and gain an overview of the contents of text information.</p>	<p>EE.RI.5.5</p>	<p>Determine if a text tells about events, gives directions, or provides information on a topic.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can pay attention to either the entire object, a characteristic of the object, or an action in which the object can perform after some verbal label has been attached to it. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information) <p>Target:</p> <ul style="list-style-type: none"> • Can determine if an informational text is providing information about events, giving directions, or providing information on a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can understand how the title indicates information about or fits the structure of an informational text.
-------------------------	---	-------------------------	--	--

		EE.RI.5.7	Locate information in print or digital sources.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Comprehends that all objects have some function or action typically associated with it (object action). <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information). <p>Target:</p> <ul style="list-style-type: none">• Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents and glossaries. <p>Successor:</p> <ul style="list-style-type: none">• Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings
--	--	------------------	---	--

5.R.3.A.b	b. Interpret details from procedural text to complete a task, solve a problem, or perform procedures.	EE.RI.5.10	Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science and technical texts.	This essential element is not currently being assessed.
------------------	---	-------------------	--	---

5.R.3.A.c	c. Interpret factual or quantitative information.	EE.RI.5.7	Locate information in print or digital sources.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Comprehends that all objects have some function or action typically associated with it (object action). <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information). <p>Target:</p> <ul style="list-style-type: none">• Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents and glossaries. <p>Successor:</p> <ul style="list-style-type: none">• Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings
------------------	---	------------------	---	--

R.3.B	B. Literary Techniques			
5.R.3.B	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
5.R.3.B.a	a. Evaluate how well the author’s purpose was achieved, identify reasons for the decision and provide evidence to support the claim.	EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Identify or name objects that are identical as same. Identify sameness within familiar contexts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find two points made by an author of an informational text that relate to each other. <p>Target:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reasons supporting it. <p>Successor:</p> <ul style="list-style-type: none"> Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text.
5.R.3.B.b	b. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	EE.RI.5.6	Compare two books on the same topic.	This essential element is not currently being assessed.
5.R.3.B.c	c. Verify facts through established methods.	Not applicable.	Not applicable.	Not applicable.

5.R.3.B.d	d. Identify the author’s viewpoint or position, supporting premises and evidence, and conclusions of a persuasive argument.	EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Identify or name objects that are identical as same. Identify sameness within familiar contexts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find two points made by an author of an informational text that relate to each other. <p>Target:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reason supporting it. <p>Successor:</p> <ul style="list-style-type: none"> Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text.
5.R.3.B.e	e. Recognize exaggerated, contradictory, or misleading statements.	Not applicable.	Not applicable.	Not applicable.
5.R.3.B.f	f. Explain the type of evidence used to support a claim in a persuasive text.	Not applicable.	Not applicable.	Not applicable.

5.R.3.B.g	g. Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.	EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Identify or name objects that are identical as same. Identify sameness within familiar contexts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find two points made by an author of an informational text that relate to each other. <p>Target:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reason supporting it. <p>Successor:</p> <ul style="list-style-type: none"> Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text.
R.3.C	C. Text Structures			
5.R.3.C	Read, infer and draw conclusions to:	Not applicable.	Not applicable.	Not applicable.
5.R.3.C.a	a. Identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life.	Not applicable.	Not applicable.	Not applicable.

5.R.3.C.b	b. Explain the difference between a stated and implied purpose for an expository text.	Not applicable.	Not applicable.	Not applicable.
5.R.3.C.c	c. Analyze how the pattern of organization of a text influences the relationships.	EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Identify or name objects that are identical as same. Identify sameness within familiar contexts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find two points made by an author of an informational text that relate to each other. <p>Target:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reason supporting it. <p>Successor:</p> <ul style="list-style-type: none"> Can identify the examples reflecting the points, reasoning, and details (key individuals, events, and ideas) used by the author in an informational text.
5.R.3.C.d	d. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view.	EE.RI.5.6	Compare two books on the same topic.	This essential element is not currently being assessed.

5.R.3.C.e	e. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can indicate an object when it is referred to by name. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can compare informational texts on the same topic based on the specific details used to discuss the topic. <p>Target:</p> <ul style="list-style-type: none"> • Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic. <p>Successor:</p> <ul style="list-style-type: none"> • After reading two texts on the same topic, can compare and contrast the main points of each.
-----------	---	-----------	---	--

4. Comprehend and analyze words, images, graphics, and sound in various media and digital forms to impact meaning.

R.4.A	A. Digital and Media Literacy			
5.R.4.A	Read to develop an understanding of media and its components by:	Not applicable.	Not applicable.	Not applicable.
5.R.4.A.a	a. Explaining how messages conveyed in various forms of media are presented differently.	Not applicable.	Not applicable.	Not applicable.
5.R.4.A.b	b. Comparing and contrasting the difference in techniques used in media.	Not applicable.	Not applicable.	Not applicable.
5.R.4.A.c	c. Identifying the point of view of media presentations.	Not applicable.	Not applicable.	Not applicable.
5.R.4.A.d	d. Analyzing various digital media venues for levels of formality and informality.	Not applicable.	Not applicable.	Not applicable.

5.R.4.A.e	e. Explaining textual and graphics features of a web page and how they help readers to comprehend text.	EE.RI.5.7	Locate information in print or digital sources.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Comprehends that all objects have some function or action typically associated with it (object action). <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify a detail in an informational text from either the text itself or the illustration provided with the text (the goal here is to promote the understanding the structurally informational texts often contain images that support the text and provide information). <p>Target:</p> <ul style="list-style-type: none">• Can locate information within an informational text by using the text features including bold, italics, and underlined text, headings, captions, icons, graphics or illustrations, text boxes, table of contents and glossaries. <p>Successor:</p> <ul style="list-style-type: none">• Can locate information in a text by using the specific text features, which can include bold print, captions, and subheadings
------------------	---	------------------	---	--

READING FOUNDATIONS				
1. Understand how English is written and read.				
RF.1.A	A. Print Awareness.			
5.RF.1.A	No expectations	Not applicable.	Not applicable.	Not applicable.
2. Understand how English is written and read.				
RF.2.A	A. Phonemic Awareness			
5.RF.2.A	No expectations.	Not applicable.	Not applicable.	Not applicable.
3. Understand how English is written and read.				
RF.3.A	A. Phonics.			
5.RF.3.A	Develop phonics in the reading process by:	EE.RF.5.3.a	Read common sight words and decode single syllable words.	This essential element is not currently being assessed.
5.RF.3.A.a	a. Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context.			
5.RF.3.A.b	b. Reading root words, prefixes, and suffixes and important words from all specific content curricula.	EE.L.5.4.b	Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).	This essential element is not currently being assessed.
4. Understand how English is written and read.				
RF.4.A	A. Fluency			
5.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.	EE.RF.5.4	Read words in text.	This essential element is not currently being assessed.
		EE.RF.5.4.a	Read text comprised of familiar words with accuracy and understanding.	This essential element is not currently being assessed.
		EE.RF.5.4.b	Not applicable.	Not applicable.
		EE.RF.5.4.c	Use context to confirm or self-correct word recognition when reading.	This essential element is not currently being assessed.

WRITING				
1. Apply a writing process to develop a text for audience and purpose.				
W.1.A	A. Prewriting			
5.W.1.A	Follow a writing process to plan a first draft by:	Not applicable.	Not applicable.	Not applicable.
5.W.1.A.a	a. Selecting a genre appropriate for conveying the purpose to an intended audience.	EE.W.5.4	Produce writing that is appropriate for an explicitly stated task or purpose.	This essential element is not currently being assessed.
		EE.W.5.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
5.W.1.A.b	b. Formulating questions related to the topic.	Not applicable.	Not applicable.	Not applicable.
5.W.1.A.c	c. Accessing prior knowledge or building background knowledge related to the topic.	Not applicable.	Not applicable.	Not applicable.
5.W.1.A.d	d. Using a prewriting strategy.	EE.W.5.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.

W.1.B	B. Draft			
	Appropriate to genre type, develop a draft from prewriting by:	EE.W.5.4	Produce writing that is appropriate for an explicitly stated task or purpose.	This essential element is not currently being assessed.
5.W.1.B.a	a. Choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre.			
5.W.1.B.b	b. Establishing and supporting a main idea with an overall topic sentence at or near the beginning of the first paragraph.			
5.W.1.B.c	c. Categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure.			
5.W.1.B.d	d. Restating the overall main idea in the concluding statement.			
5.W.1.B.e	e. Addressing an appropriate audience, organization, and purpose.			

W.1.C	C. Revise/Edit			
5.W.1.C	Reread, revise, and edit drafts with assistance to:	EE.W.5.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
5.W.1.C.a	<p>a. Develop and strengthen writing by revising</p> <ul style="list-style-type: none"> • Main idea • Sequence (ideas) • Focus • Organizational structure • Details/facts (from multiple sources, when appropriate) • Word choice (related to the topic) • Sentence structure • Transitions • Audience/purpose • Voice 			
5.W.1.C.b	b. Edit for language conventions.	EE.L.5.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.5.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.
W.1.D	D. Produce/Publish and Share Writing			
5.W.1.D	With assistance from adults/peers:	EE.W.5.6	With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	This essential element is not currently being assessed.
5.W.1.D.a	a. Use technology, including the Internet, to produce and publish writing.			
5.W.1.D.b	b. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single setting.			
2. Compose well-developed writing texts for audience and purpose.				
W.2.A	A. Opinion/Argumentative			
5.W.2.A	Write opinion texts that:	EE.W.5.1	Write opinions about topics or text.	This essential element is not currently being assessed.
5.W.2.A.a	a. Introduce a topic or text being studied using an introductory paragraph that clearly supports the writer's purpose.	EE.W.5.1.a	Introduce a topic or text and state an opinion about it.	This essential element is not currently being assessed.

5.W.2.A.b	b. State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details.	EE.W.5.1.b	Provide reasons to support the opinion.	This essential element is not currently being assessed.
5.W.2.A.c	c. Use specific and accurate words that are related to the topic, audience and purpose.	EE.L.5.6	Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	This essential element is not currently being assessed.
5.W.2.A.d	d. Contain information using student's original language, except when using direct quotation from a source.	EE.W.5.8	Gather and sort relevant information on a topic from print or digital sources into given categories.	This essential element is not currently being assessed.
5.W.2.A.e	e. Reference the name of the author(s) or name of the source used for details or facts included in the text.	EE.W.5.7	Conduct short research projects using two or more sources.	This essential element is not currently being assessed.
5.W.2.A.f	f. Use transitions to connect opinion and reason	EE.W.5.1.c	Not applicable.	Not applicable.
5.W.2.A.g	g. Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.	EE.W.5.1.d	Not applicable.	Not applicable.
W.2.B	B. Informative/Explanatory			
5.W.2.B	Write informative/explanatory texts that:	EE.W.5.2	Write to share information supported by details.	This essential element is not currently being assessed.

<p>5.W.2.B.a</p>	<p>a. Introduce a topic using a topic sentence in an introductory paragraph.</p>	<p>EE.W.5.2.a</p>	<p>Introduce a topic or text and state an opinion about it.</p>	<p>EMERGENT WRITING (EW.5):</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Given a choice of two objects, uses eye-gaze, physical movement, gestures or vocalization to indicate choice. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce the most appropriate response to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play; Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story. <p>CONVENTIONAL WRITING (CW.5):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can write about a specific topic using facts and details to describe the topic. <p>Target:</p> <ul style="list-style-type: none"> Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate. <p>Successor:</p> <ul style="list-style-type: none"> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.
-------------------------	--	--------------------------	---	---

5.W.2.B.b	b. Develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.	EE.W.5.2.b	Provide reasons to support the opinion.	<p>EMERGENT WRITING (EW.5):</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>CONVENTIONAL WRITING (CW.5):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the specific details, such as the people, places, things, and events, that occur within a specific personal experience. <p>Target:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details, and/or information about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.
5.W.2.B.c	c. Use an organizational format that suits the topic.	Not applicable.	Not applicable.	Not applicable.
5.W.2.B.d	d. Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.	EE.W.5.2.d	Not applicable.	Not applicable.
5.W.2.B.e	e. Contain information using student’s original language, except when using direct quotations from a source.	EE.W.5.8	Gather and sort relevant information on a topic from print or digital sources into given categories.	This essential element is not currently being assessed.

5.W.2.B.f	f. Use transition words to connect ideas within and across categories of information.	EE.W.5.2.c	Not applicable.	Not applicable.
5.W.2.B.g	g. Use text structures when useful.	EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	<p>EMERGENT WRITING (EW.5):</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Given a choice of two objects, uses eye-gaze, physical movement, gestures or vocalization to indicate choice. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce the most appropriate response to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play; Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story. <p>CONVENTIONAL WRITING (CW.5):</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can write about a specific topic using facts and details to describe the topic. <p>Target:</p> <ul style="list-style-type: none"> Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate. <p>Successor:</p> <ul style="list-style-type: none"> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic.

5.W.2.B.h	h. Create a concluding paragraph related to the information.	EE.W.5.2.e	Not applicable.	Not applicable.
W.2.C	C. Narrative/Literacy			
5.W.2.C	Write fiction or non-fiction narratives and poems that:	EE.W.5.3	Write about events or personal experiences.	This essential element is not currently being assessed.
5.W.2.C.a	a. Establish a setting, situation/topic and introduce a narrator and/or characters.	EE.W.5.3.a	Write about an experience or event including three or more events in sequence.	This essential element is not currently being assessed.
5.W.2.C.b	b. Use narrative techniques, such as dialogue, motivation, and descriptions.	EE.W.5.3.b	Not applicable.	Not applicable.
5.W.2.C.c	c. Organize an event sequence that unfolds naturally to establish a beginning/middle/end.	EE.W.5.3.e	Not applicable.	Not applicable.
5.W.2.C.d	d. Use a variety of transitions to manage the sequence of events.	EE.W.5.3.c	Not applicable.	Not applicable.
5.W.2.C.e	e. Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.	EE.W.5.3.d	Not applicable.	Not applicable.
3. Gather, analyze, evaluate and use information from a variety of sources.				
W.3.A	A. Research Process			
5.W.3.A	Apply research process to:	EE.W.5.7	Conduct short research projects using two or more sources.	This essential element is not currently being assessed.
5.W.3.A.a	a. Generate a list of subject appropriate topics.	Not applicable.	Not applicable.	Not applicable.
5.W.3.A.b	b. Formulate and refine an open-ended researchable question.	Not applicable.	Not applicable.	Not applicable.
5.W.3.A.c	c. Follow guidelines for collecting and recording information.	Not applicable.	Not applicable.	Not applicable.
5.W.3.A.d	d. Select relevant resources, literary and informational.	EE.W.5.8	Gather and sort relevant information on a topic from print or digital sources into given categories.	This essential element is not currently being assessed.
5.W.3.A.e	e. Assess relevance, accuracy, and reliability of information in print and digital sources.			

5.W.3.A.f	f. Convert/visual data into written notes.	EE.W.5.9	Use information from literary and informational text to support writing.	This essential element is not currently being assessed.
		EE.W.5.9.a	Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”)	This essential element is not currently being assessed.
		EE.W.5.9.b	Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”)	This essential element is not currently being assessed.
5.W.3.A.g	g. Differentiate between paraphrasing and plagiarism when using ideas of others.	EE.W.5.8	Gather and sort relevant information on a topic from print or digital sources into given categories.	This essential element is not currently being assessed.
5.W.3.A.h	h. Present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.	Not applicable.	Not applicable.	Not applicable.
5.W.3.A.i	i. Record bibliographic information from sources according to a standard format.	EE.W.5.9	Use information from literary and informational text to support writing.	This essential element is not currently being assessed.

LANGUAGE

1. Communicate using conventions of English language.

L.1.A	A. Grammar			
5.L.1.A	In speech and written form, apply standard English grammar to:	EE.L.5.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
5.L.1.A.a	a. Explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.			
5.L.1.A.b	b. Use relative pronouns and relative adverbs.			
5.L.1.A.c	c. Use pronouns consistently across a text.			

5.L.1.A.d	d. Use and correct verb tenses.	EE.L.5.1.c	Not applicable.	Not applicable.
		EE.L.5.1.b	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>went, sat, ate, told.</i>)	This essential element is not currently being assessed.
		EE.L.5.1.d	Not applicable.	Not applicable.
5.L.1.A.e	e. Produce a variety of complex sentences in writing.	Not applicable	Not applicable.	Not applicable.
L.1.B	B. Punctuation, Capitalization, Spelling			
5.L.1.B	In written text:	Not applicable.	Not applicable.	Not applicable.
5.L.1.B.a	a. Write legibly.	Not applicable.	Not applicable.	Not applicable.
5.L.1.B.b	b. Use a comma before a coordinating conjunction when writing compound sentences.	EE.L.5.2.a	Not applicable.	Not applicable.
5.L.1.B.c	c. Use a comma to separate an introductory clause in a complex sentence.	EE.L.5.2.b	Not applicable.	Not applicable.
5.L.1.B.d	d. Use a comma to set off the words <i>yes</i> and <i>no</i> .	EE.L.5.2.c	Not applicable.	Not applicable.
5.L.1.B.e	e. Use italics when keyboarding titles of books, magazines, and newspapers.	EE.L.5.2.d	Not applicable.	Not applicable.
5.L.1.B.f	f. Use underlining when writing titles of books, magazines, and newspapers.			
5.L.1.B.g	g. Use quotation marks when writing titles of stories, songs, poems, articles.			
5.L.1.B.h	h. Use apostrophes in singular nouns to show possession.	EE.L.5.2	Demonstrate understanding of conventions of standard English.	Not applicable.
5.L.1.B.i	i. Write apostrophes in regular plural nouns to show possession.			
5.L.1.B.j	j. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context.	EE.L.5.2.e	Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	This essential element is not currently being assessed.

SPEAKING/LISTENING				
1. Listening for a purpose.				
SL.1.A	A. Purpose			
5.SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:	EE.SL.5.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
5.SL.1.A.a	a. Following agreed upon rules for listening and fulfilling discussion rules independently.	EE.SL.5.1.a	Come to discussion prepared to share information.	This essential element is not currently being assessed.
		EE.SL.5.1.b	Carry out assigned role in a discussion.	This essential element is not currently being assessed.
5.SL.1.A.b	b. Posing and responding to specific questions to clarify or follow up on information, and making comments that contribute to the discussion and link to the remarks of others.	EE.SL.5.1.c	Ask questions related to information in a discussion.	This essential element is not currently being assessed.
5.SL.1.A.c	c. Following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations.	Not applicable.	Not applicable.	Not applicable.
5.SL.1.A.d	d. Listening for speaker's message and summarizing main points based on evidence.	Not applicable.	Not applicable.	Not applicable.
2. Listen for entertainment.				
SL.2.A	A. Entertainment			
5.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal setting by: a. Evaluating and modifying own active listening skills.	EE.SL.5.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
3. Speak effectively in collaborative discussions.				
SL.3.A	A. Collaborative Discussions			
5.SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.5.1	Engage in collaborative discussions.	This essential element is not currently being assessed.
5.SL.3.A.a	a. Using efficient presentation skills with available resources using a variety of media.	EE.SL.5.5	Select or create audio recordings and visual/tactile displays to enhance a presentation.	This essential element is not currently being assessed.
5.SL.3.A.b	b. Planning an appropriate presentation, based on audience	EE.SL.5.6	Differentiate between contexts that require formal and informal information.	This essential element is not currently being assessed.

4. Speak effectively when presenting.				
SL.4.A	A. Presenting			
5.SL.4.A	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	EE.SL.5.4	Report on a familiar topic or text or present an opinion including related facts.	This essential element is not currently being assessed.
5.SL.4.A.a	a. Using efficient presentation skills with available resources using a variety of media.	EE.SL.5.5	Select or create audio recordings and visual/tactile displays to enhance a presentation.	This essential element is not currently being assessed.
5.SL.4.A.b	b. Planning an appropriate presentation, based on audience.	EE.SL.5.6	Differentiate between contexts that require formal and informal information.	This essential element is not currently being assessed.
5.SL.4.A.c	c. Employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.	EE.SL.5.4	Report on a familiar topic or text or present an opinion including related facts.	This essential element is not currently being assessed.

6th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS	
READING LITERARY TEXT					
1. Comprehend and Interpret Texts (Approaching Texts as a Reader).					
A. Comprehension					
6.RL.1.A	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.6.1	Determine what a text says explicitly as well as what simple inferences must be drawn.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between texts and pictures. • Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the key elements in a story, including the main characters, setting, and the major events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text. <p>Target:</p> <ul style="list-style-type: none"> • Can analyze a narrative and differentiate between explicitly-stated information and implications in the text that require an inference. <p>Successor:</p> <ul style="list-style-type: none"> • Can analyze a narrative to identify where it expresses information explicitly and where inferences should be made to determine the implicit information underlying the explicit information. 	

B. Word Meanings

6.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using contexts, affixes, or reference materials.	EE.RL.6.4	Determine how word choice changes the meaning in a text.	Initial Precursor: <ul style="list-style-type: none">• Can understand adjectives in others' speech. Distal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down). Proximal Precursor: <ul style="list-style-type: none">• Can understand that words might have a slightly different meaning or use depending on the specific contexts in which they are used. Target: <ul style="list-style-type: none">• Can ascertain how the meaning of a narrative is influenced by the author's choice of words. Successor: <ul style="list-style-type: none">• Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect.
-----------------	---	------------------	--	---

		EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down). <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can identify two adjectives or two verbs with a largely opposite meaning <p>Target:</p> <ul style="list-style-type: none"> Can determine which words relate to a target word by having similar or different meanings. This includes words varying in how similar or different in meaning they are to a target word. <p>Successor:</p> <ul style="list-style-type: none"> Can determine the synonyms and antonyms of a target word based on the similarities and differences in their meaning.
C. Text Features				
6.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Not applicable.	Not applicable.	Not applicable.

D. Summarize/Theme

6.RL.1.D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	EE.RL.6.2	Identify details in a text that are related to the theme or central idea.	Initial Precursor: <ul style="list-style-type: none">• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. Distal Precursor: <ul style="list-style-type: none">• Can identify elements in a story (characters, other key details in the text) when asked. Proximal Precursor: <ul style="list-style-type: none">• Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions. Target: <ul style="list-style-type: none">• Can determine the details that provide for the foundation of the theme in a narrative. Successor: <ul style="list-style-type: none">• Can determine the events that provide for the foundation of the theme in a narrative.
-----------------	--	------------------	---	---

		EE.RI.6.3	Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	Initial Precursor: <ul style="list-style-type: none">• Can determine some of the relevant words for describing people, places, things, or events familiar to the student. Distal Precursor: <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly). Proximal Precursor: <ul style="list-style-type: none">• Can determine whether a concrete detail is related to an individual, event, or idea discussed in an informational text. Target: <ul style="list-style-type: none">• Can determine when specific details provided in an informational text expand and elaborate on other details in the same text. Successor: <ul style="list-style-type: none">• Can identify details that are related to the main idea of a text.
--	--	------------------	--	--

2. Analyze Craft and Structure (Approaching Texts as a Writer).

A. Structure

6.RL.2.A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	EE.RL.6.5	Determine the structure of a text (e.g., story, poem, or drama)	Initial Precursor: <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. Distal Precursor: <ul style="list-style-type: none">• Can identify elements in a story (characters, other key details in the text) when asked. Proximal Precursor: <ul style="list-style-type: none">• Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure. Target: <ul style="list-style-type: none">• Student can use information about structure to make determinations about what comes next in a text. Successor: <ul style="list-style-type: none">• Student can compare the structure of two or more texts (e.g., stories, poems, or dramas)
-----------------	---	------------------	---	--

B. Point of View

<p>6.RL.2.B</p>	<p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>EE.RL.6.6</p>	<p>Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can recognize when he or she encounters familiar people, objects, places, and events. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify the feelings of specific characters in narratives. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can determine who the narrator is in a story he or she is reading. <p>Target:</p> <ul style="list-style-type: none">• Can describe what the narrator or current speaker is thinking or feeling by identifying relevant words or phrases, such as “I ruminated on the missed opportunity at catching the thief on that fateful night at the mansion.” <p>Successor:</p> <ul style="list-style-type: none">• Compares the points of views of two characters or narrators in a text.
------------------------	---	-------------------------	---	--

C. Craft and meaning

<p>6.RL.2.C</p>	<p>Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.</p>	<p>EE.RL.6.4</p>	<p>Determine how word choice changes the meaning in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can understand adjectives in others' speech. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down). <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used. <p>Target:</p> <ul style="list-style-type: none">• Can ascertain how the meaning of a narrative is influenced by the author's choice of words. <p>Successor:</p> <ul style="list-style-type: none">• Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect.
------------------------	--	-------------------------	---	---

		EE.L.6.5.a	Identify the meaning of simple similes (e.g., The man was as big as a tree.).	Initial Precursor: <ul style="list-style-type: none">• Can understand adjectives in others' speech. Distal Precursor: <ul style="list-style-type: none">• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. Proximal Precursor: <ul style="list-style-type: none">• Can understanding that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet") Target: <ul style="list-style-type: none">• Can determine the meaning of similes and metaphors Successor: <ul style="list-style-type: none">• Can interpret figures of speech (or phrases that go beyond a literal interpretation) including idioms, metaphors, and similes.
--	--	-------------------	---	---

D. Summarize/Theme				
6.RL.2.D	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	EE.RL.6.3	Can identify how a character responds to a challenge in a story.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can perform requested actions on objects ("Kiss it. Throw it."). <p>Distal Precursor:</p> <ul style="list-style-type: none"> Student can identify the explicitly-stated actions of characters in a story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action. <p>Target:</p> <ul style="list-style-type: none"> Student can correctly identify how a character responds to a challenge that is presented within a story. <p>Successor:</p> <ul style="list-style-type: none"> Can identify and recall how characters' actions affect the consequences that occur in the story afterwards.
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Text in Forms				
6.RL.3.A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	EE.RL.6.7	Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	This essential element is not currently being assessed.
B. Relationships in Texts				
6.RL.3.B	Compare and contrast texts in different genres that address similar themes or topics.	EE.RL.6.9	Compare and contrast stories, myths, or texts with similar topics or themes.	This essential element is not currently being assessed.
C. Historical Context				
6.RL.3.C	Explain how plot and conflict reflect historical and/or cultural contexts.	Not applicable.	Not applicable.	Not applicable.
D. Comprehension K-5				
6.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	EE.RL.6.10	Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	This essential element is not currently being assessed.

READING INFORMATIONAL TEXT				
1. Comprehend and Interpret Texts				
A. Evidence/Inference				
6.RI.1.A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.6.1	Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between text and pictures. • Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Able to identify explicit details in an informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can analyze an informational text and differentiate between explicitly-stated information and implications in the text that require an inference. <p>Successor:</p> <ul style="list-style-type: none"> • Student can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference).

B. Word Meaning

6.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	EE.RI.6.4	Determine how word choice changes the meaning of a text.	Initial Precursor: <ul style="list-style-type: none">• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. Distal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down). Proximal Precursor: <ul style="list-style-type: none">• Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used. Target: <ul style="list-style-type: none">• Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes. Successor: <ul style="list-style-type: none">• Can determine how word choice in an informational text is used to persuade or inform.
-----------------	---	------------------	--	---

C. Text Features

6.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	EE.RI.6.7	Find similarities in information presented in different media or formats as well as in texts.	This essential element is not currently being assessed.
-----------------	--	------------------	---	---

D. Summarize/Claim

6.RI.1.D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	EE.RI.6.2	Determine the main idea of a passage and details or facts related to it.	Initial Precursor: <ul style="list-style-type: none">• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. Distal Precursor: <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. Proximal Precursor: <ul style="list-style-type: none">• Can determine which details in a paragraph of an informational text are important. Target: <ul style="list-style-type: none">• Can determine which details contained within a paragraph of an informational text provide an important contribution to the paragraph's main idea. Successor: <ul style="list-style-type: none">• Can determine which key details in an informational text support the main idea of the whole text or a section of it.
-----------------	--	------------------	--	---

2. Apply a writing process to develop a text for audience and purpose.

A. Structure

6.RI.2.A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	EE.RI.6.5	Determine how the title fits the structure of the text.	Initial Precursor: <ul style="list-style-type: none">• Demonstrates receptive understanding of the action words that accompany familiar games or routines. Distal Precursor: <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. Proximal Precursor: <ul style="list-style-type: none">• Can determine if an informational text is providing information about events, giving directions, or provide information on a topic. Target: <ul style="list-style-type: none">• Can understand how the title indicates information about or fits the structure of an informational text. Successor: <ul style="list-style-type: none">• Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text.
-----------------	---	------------------	---	--

B. Point of View

<p>6.RI.2.B</p>	<p>Explain how an author’s point of view or purpose is conveyed in a text.</p>	<p>EE.RI.6.6</p>	<p>Identify words or phrases in the text that describe or show the author’s point of view.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Target:</p> <ul style="list-style-type: none">• Can identify words or phrases for determining the point of view of an informational text’s author. <p>Successor:</p> <ul style="list-style-type: none">• Can identify the author’s point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic.
------------------------	--	-------------------------	--	--

C. Craft and Meaning

6.RI.2.C	Analyze how word choice, including the use of figurative language, connotation and/or repetition, contributes to meaning.	EE.RI.6.4	Determine how word choice changes the meaning of a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding of words with opposite meanings (e.g., cold, hot, up, down). <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can understand that words might have a slightly different meaning or use depending on the specific context in which they are used. <p>Target:</p> <ul style="list-style-type: none">• Can ascertain how the meaning of an informational text is altered by the specific word choices the author makes. <p>Successor:</p> <ul style="list-style-type: none">• Can determine how hard word choice in an informational text is used to persuade or inform.
-----------------	---	------------------	--	---

D. Argument/Evidence				
6.RI.2.D	Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	EE.RI.6.8	Distinguish claims in a text supported by reason.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that objects differ in the physical characteristics and can make judgments of similarities or difference based on the physical characteristics of objects. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the details that have some relationship to the topic of a paragraph in an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the details used to defend a claim in a text. <p>Target:</p> <ul style="list-style-type: none"> • Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported. <p>Successor:</p> <ul style="list-style-type: none"> • Can determine the specific points that an author or speaker uses that corroborate and support a claim.
3. Synthesize Ideas from Multiple Texts				
A. Texts/Forms				
6.RI.3.A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	EE.RI.6.7	Find similarities in information presented in different media or formats as well as in text.	This essential element is not currently being assessed.

B. Relationships/Texts				
6.RI.3.B	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	EE.RI.6.9	Compare and contrast how two texts describe the same event.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> As a result of experience with a routine, the student is able to identify actions associated with the routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify specific events in a familiar informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can identify information that indicates the temporal order of ideas or events presented in an informational text. <p>Target:</p> <ul style="list-style-type: none"> Can identify similarities and differences in multiple perspectives of accounts on a single event or topic. <p>Successor:</p> <ul style="list-style-type: none"> Can discover the similarities and differences in how two different informational texts on the same topic present the details to the reader. This presentation would include the specific details that are presented, how the details are arranged, and what is drawn from the details.
C. Historical Context				
6.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	Not applicable.	Not applicable.	Not applicable.
D. Comprehension				
6.RI.3.D	Read and comprehend informational text independently and proficiently.	EE.RI.6.10	Demonstrate understanding while actively reading or listening to literary nonfiction.	This essential element is not currently being assessed.

WRITING AND RESEARCHING				
1. Approaching the Task as a Researcher				
A. Research				
6.W.1.A	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.	EE.W.6.7	Conduct short research projects to answer a question.	This essential element is not currently being assessed.
	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	EE.W.6.8	Gather information from multiple print and digital sources that relates to a given topic.	This essential element is not currently being assessed.
2. Approaching the Task as a Writer				
A. Development				
6.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	EE.W.6.4	Produce writing that is appropriate for the task, purpose, or audience.	This essential element is not currently being assessed.
	a. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant descriptive details.	EE.W.6.3.a	Write a narrative about a real or imagined experience introducing the experience and including two or more events.	This essential element is not currently being assessed.
		EE.W.6.3.b	Not applicable.	Not applicable.

	<p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>EE.W.6.2.b</p>	<p>Provide facts, details, or other information related to the topic.</p>	<p>EMERGENT WRITING (EW.6) Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify a photograph or object that is personally relevant to the student from a set of personally relevant and irrelevant photographs or objects and provide a specific detail about it. <p>CONVENTIONAL WRITING (CW.6) Proximal Precursor:</p> <ul style="list-style-type: none"> • Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences). <p>Target:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing.
	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	<p>EE.W.6.1.a</p>	<p>Write a claim about a topic or text.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.W.6.1.b</p>	<p>Write one or more reasons to support a claim about a topic or text.</p>	<p>This essential element is not currently being assessed.</p>

3. Approaching the Task as a Reader
A. Revise and Edit

6.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	EE.W.6.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
	a) Organization and Content: Introduce the topic, maintain a clear focus throughout the text and provide a conclusion that follows from the text.	EE.W.6.1.a	Write a claim about a topic or text.	This essential element is not currently being assessed.
		EE.W.6.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	<p>EMERGENT WRITING (EW.6)</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Given a choice of two objects, uses eye-gaze, physical movement, gesture or vocalization to indicate choice. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce the most appropriate response to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play; Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the treading of a story. <p>CONVENTIONAL WRITING (CW.6)</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text. <p>Target:</p> <ul style="list-style-type: none"> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic. <p>Successor:</p> <ul style="list-style-type: none"> Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.

		EE.W.6.3.a	Write a narrative about a real or imagined experience.	This essential element is not currently being assessed.
		EE.W.6.1.b	Write one or more reasons to support a claim about a topic or text.	This essential element is not currently being assessed.
		EE.W.6.2.b	Provide facts, details, or other information related to the topic.	<p>EMERGENT WRITING (EW.6)</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify a photograph or object that is personally relevant to the student from a set of personally relevant and irrelevant photographs or objects and provide a specific detail about it. <p>CONVENTIONAL WRITING (CW.6)</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences). <p>Target:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing.
		EE.W.6.3.b	Not applicable.	Not applicable.
		EE.W.6.1.e	Not applicable.	Not applicable.
		EE.W.6.2.f	Not applicable.	Not applicable.

		EE.W.6.3.e	Not applicable.	Not applicable.
b) Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.		EE.W.6.1.c	Not applicable.	Not applicable.
		EE.W.6.2.d	Not applicable.	Not applicable.
		EE.W.6.3.d	Use words that convey specific details about the experience or event.	This essential element is not currently being assessed.
		EE.L.6.3.b	Not applicable.	Not applicable.
		EE.W.6.1.d	Not applicable.	Not applicable.
		EE.W.6.2.e	Not applicable.	Not applicable.
c) Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.		EE.L.6.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.6.2.b	Demonstrate understanding of conventions of standard English.	<p>EMERGENT WRITING (EW.6)</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Can recognize the sound of the first letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce a string of letters (student attempts to write words) by combining random letters. <p>CONVENTIONAL WRITING (CW.6)</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can use spelling patterns (e.g., rimes) in familiar words to spell new words. <p>Target:</p> <ul style="list-style-type: none"> Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. <p>Successor:</p> <ul style="list-style-type: none"> Can spell words with inflectional endings (e.g., walked, eats, sleeping).

	d) Use transitions to clarify relationships and connect ideas, claims and signal time shifts.	EE.W.6.1.c	Not applicable.	Not applicable.
		EE.W.6.2.c	Not applicable.	Not applicable.
		EE.W.6.3.c	Use words that establish the time frame.	This essential element is not currently being assessed.
	e) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	EE.W.6.6	Use technology, including the Internet, to produce writing while interacting and collaborating with others.	This essential element is not currently being assessed.

SPEAKING AND LISTENING

1. Collaborating

A. Conversations

6.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	EE.SL.6.1.b	With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.	This essential element is not currently being assessed.
-----------------	--	--------------------	---	---

B. Questioning

6.SL.1.B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	EE.SL.6.3	Identify the reasons and evidence supporting the claims made by the speaker.	This essential element is not currently being assessed.
		EE.SL.6.1.c	Ask and answer questions specific to the topic, text, or issue under discussion.	This essential element is not currently being assessed.

C. Viewpoints of others

6.SL.1.C	Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	EE.SL.6.1.d	Restate key ideas expressed in the discussion.	This essential element is not currently being assessed.
		EE.SL.6.2	Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.	This essential element is not currently being assessed.

2. Presenting

A. Verbal Delivery

6.SL.2.A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including volume.	EE.SL.6.6	Use formal and informal language as appropriate to the communication partner.	This essential element is not currently being assessed.
		EE.SL.6.4	Present findings on a topic including descriptions, facts, or details.	This essential element is not currently being assessed.

B. Nonverbal				
6.SL.2.B	Position body to face the audience when speaking and make eye contact with listeners at various interval using gestures to communicate a clear viewpoint.	EE.SL.6.4	Present findings on a topic including descriptions, facts, or details.	This essential element is not currently being assessed.
C. Multimedia				
6.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.	EE.SL.6.4	Present findings on a topic including descriptions, facts, or details.	This essential element is not currently being assessed.
		EE.SL.6.5	Select an auditory, visual, or tactual display to clarify the information in presentations.	This essential element is not currently being assessed.

7th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS		DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING LITERARY TEXT				
1. Comprehend and Interpret Texts (Approaching Texts as a Reader).				
A. Comprehension				
7.RL.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between text and pictures. • Can pair an object with a picture, tactile graphic, or other symbolic representation of the object <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the key elements in a story, including the main characters, setting, and the major events <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can produce responses to questions asking about explicit information contained in a narrative by determining specific words related to or comprising of information <p>Target:</p> <ul style="list-style-type: none"> • Can analyze a narrative to identify where inferences should be made to determine the implicit information underlying the explicit information. <p>Successor:</p> <ul style="list-style-type: none"> • Can analyze a narrative to identify what it is stating explicitly and implicitly

B. Word Meanings				
7.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate understanding of the names of objects or people who are not immediately present <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words. <p>Target:</p> <ul style="list-style-type: none"> • Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative. <p>Successor:</p> <ul style="list-style-type: none"> • Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text.
C. Text Features				
7.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Not applicable.	Not applicable.	Not applicable.

D. Summarize/Theme

7.RL.1.D	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	EE.RL.7.2	Identify events in a text that are related to the theme or central idea.	Initial Precursor: <ul style="list-style-type: none">• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object Distal Precursor: <ul style="list-style-type: none">• Can identify elements in a story (characters, other key details in the text) when asked Proximal Precursor: <ul style="list-style-type: none">• Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions. Target: <ul style="list-style-type: none">• Can determine the events that provide for the foundation of the theme in a narrative Successor: <ul style="list-style-type: none">• Can determine the events that are relevant to the theme or central idea and help the reader to infer it.
-----------------	---	------------------	--	--

2. Analyze Craft and Structure (Approaching Texts as a Writer).**A. Structure**

7.RL.2.A	Analyze how a text's form or overall structure contributes to meaning.	EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).	Initial Precursor: <ul style="list-style-type: none">• Can differentiate between text and pictures.• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. Distal Precursor: <ul style="list-style-type: none">• Can determine the elements (e.g., setting, events) that occur at the beginning and end of a familiar, linear story. Proximal Precursor: <ul style="list-style-type: none">• Can use information about structure to make determinations about the text. Target: <ul style="list-style-type: none">• Can compare the structure of two or more texts (e.g., stories, poems, or dramas) Successor: <ul style="list-style-type: none">• Can compare and contrast the structure of two or more texts (e.g., stories, poems, or dramas)
-----------------	--	------------------	---	---

B. Point of View

7.RL.2.B	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	EE.RL.7.6	Compare the points of view of two or more characters or narrators in a text.	This essential element is not currently being assessed.
-----------------	---	------------------	--	---

C. Craft and meaning

<p>7.RL.2.C</p>	<p>Analyze how specific word choices contribute to meaning and tone.</p>	<p>EE.RL.7.4</p>	<p>Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can demonstrate understanding of the names of objects or people who are not immediately present. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words. <p>Target:</p> <ul style="list-style-type: none">• Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative. <p>Successor:</p> <ul style="list-style-type: none">• Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text.
------------------------	--	-------------------------	---	---

D. Summarize/Theme

7.RL.2.D	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	EE.RL.7.3	Determine how two or more story elements are related.	Initial Precursor: <ul style="list-style-type: none">• Can understand adjectives in others' speech. Distal Precursor: <ul style="list-style-type: none">• Can identify how a character's actions make them feel OR can identify how the character's desires or feelings lead to an action. Proximal Precursor: <ul style="list-style-type: none">• Student can correctly identify how a character responds to a challenge that is presented within a story. Target: <ul style="list-style-type: none">• Can ascertain the relations between some of the story elements of a narrative, such as characters, settings, or major events. Successor: <ul style="list-style-type: none">• Can recall the causes of major actions included in a story.
-----------------	--	------------------	---	---

		EE.RI.7.3	Determine how two individuals, events, or ideas in a text are related.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine which of the points that the author makes in an informational text are the most important. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find two points made by an author of an informational text that relate to each other. <p>Target:</p> <ul style="list-style-type: none"> Can determine the specific relationship between two or more individuals, events, ideas, or other details in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> Can provide a description of the interaction or relationship between any two details in an informational text.
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Text in Forms				
7.RL.3.A	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	EE.RL.7.7	Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	This essential element is not currently being assessed.
B. Relationships in Texts				
7.RL.3.B	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	EE.RL.7.9	Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	This essential element is not currently being assessed.

C. Historical Context				
7.RL.3.C	Explain how characters and settings reflect historical and/or cultural contexts.	Not applicable.	Not applicable.	Not applicable.
D. Comprehension K-5				
7.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	EE.RL.7.10	Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	This essential element is not currently being assessed.
READING INFORMATIONAL TEXT				
1. Comprehend and Interpret Texts				
A. Evidence/Inference				
7.RI.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can differentiate between text and pictures. • Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify illustrations or tactile graphics/objects that reflect aspects of a familiar text, such as setting, characters, or action if it is a story or a person, place, thing, or idea if it is an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify words or details to answer a question about explicit information presented in the text. <p>Target:</p> <ul style="list-style-type: none"> • Student can determine both explicit information and can identify within the text where an inference is needed (they still don't necessarily have to be able to make the inference). <p>Successor:</p> <ul style="list-style-type: none"> • Can determine the differences between what an informational text explicitly and implicitly imply.

B. Word Meaning				
7.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and context-specific meanings using context, affixes, or reference materials.	Not applicable.	Not applicable.	Not applicable.
C. Text Features				
7.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Not applicable.	Not applicable.	Not applicable.

D. Summarize/Claim

7.RI.1.D	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	EE.RI.7.2	Determine two or more central ideas in a text.	Initial Precursor: <ul style="list-style-type: none">• Can pair an object with a picture, tactile graphic, or other symbolic representation of the object. Distal Precursor: <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. Proximal Precursor: <ul style="list-style-type: none">• Can identify the main idea for a paragraph in an informational text that lacks an explicit statement of the topic. Target: <ul style="list-style-type: none">• Can determine more than one main idea in an informational text. Successor: <ul style="list-style-type: none">• Can summarize the information in a familiar informational text.
-----------------	--	------------------	--	--

2. Apply a writing process to develop a text for audience and purpose.

A. Structure

7.RI.2.A	Analyze how a text's organization overall structure contributes to meaning.	EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.	Initial Precursor: <ul style="list-style-type: none">• Comprehends that all objects have some function or action typically associated with it (object action) Distal Precursor: <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. Proximal Precursor: <ul style="list-style-type: none">• Can understand how the title indicates information about or fits the structure of an informational text. Target: <ul style="list-style-type: none">• Taking the structure of the text into account, the student can identify how a fact, step, or event fits into the text. Successor: <ul style="list-style-type: none">• Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text.
-----------------	---	------------------	---	--

B. Point of View

7.RI.2.B	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	EE.RI.7.6	Determine an author's purpose or point of view.	Initial Precursor: <ul style="list-style-type: none">As a result of experience with a routine, the student is able to identify people associated with the routine. Distal Precursor: <ul style="list-style-type: none">Can identify the concrete details mentioned in beginner level informational texts. Proximal Precursor: <ul style="list-style-type: none">Can identify words or phrases for determining the point of view of an informational text's author. Target: <ul style="list-style-type: none">Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic. Successor: <ul style="list-style-type: none">Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic.
-----------------	--	------------------	---	--

C. Craft and Meaning

7.RI.2.C	Analyze how word choice contributes to meaning and tone.	EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.	Initial Precursor: <ul style="list-style-type: none">• Can understand adjectives in others' speech. Distal Precursor: <ul style="list-style-type: none">• Can recognize that the literal meaning of a word or phrase is the meaning directly stated in the sentence. Proximal Precursor: <ul style="list-style-type: none">• Can use the surrounding context of a phrase in a text to determine the meaning of an unknown phrase. Target: <ul style="list-style-type: none">• Can determine how word choice in an informational text is used to persuade or inform. Successor: <ul style="list-style-type: none">• Can identify the commonly understood cultural and/or emotional meaning of words and phrases.
-----------------	--	------------------	---	--

D. Argument/Evidence				
7.RI.2.D	Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Has an association with a certain event and anticipates what is to come (example: Can produce the appropriate response to well-known interactions with another individual). <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the main idea when it is explicitly included in the paragraph, usually as the first or last sentence. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine how a key word, phrase, sentence, or paragraph contributes to the overall structure of an informational text. <p>Target:</p> <ul style="list-style-type: none"> Can ascertain the organization an author of an informational text uses in arranging the claims and reasons on the topic. <p>Successor:</p> <ul style="list-style-type: none"> Can describe the overall text structure used in an informational text.
3. Synthesize Ideas from Multiple Texts				
A. Texts/Forms				
7.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	EE.RI.7.7	Compare a text to an audio, video or multimedia version of the same text.	This essential element is not currently being assessed.

B. Relationships/Texts				
7.RI.3.B	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine when two different informational texts on the same topic make a similar point or statement. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can compare and contrast informational texts on the same topic based on the specific details used to discuss the topic. <p>Target:</p> <ul style="list-style-type: none"> Can determine how informational texts relate to each other based on their central ideas, theme, or arguments and the concepts included in them. <p>Successor:</p> <ul style="list-style-type: none"> Can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.
C. Historical Context				
7.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	Not applicable	Not applicable.	Not applicable.
D. Comprehension				
7.RI.3.D	Read and comprehend informational text independently and proficiently.	EE.RI.7.10	Demonstrate understanding while actively reading or listening to literary nonfiction.	This essential element is not currently being assessed.

WRITING AND RESEARCHING				
1. Approaching the Task as a Researcher				
A. Research				
7.W.1.A	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	EE.W.7.7	Conduct research to answer a question based on multiple sources of information.	This essential element is not currently being assessed.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	EE.W.7.8	Identify quotes providing relevant information about a topic from multiple print or digital sources.	This essential element is not currently being assessed.
2. Approaching the Task as a Writer				
A. Development				
7.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	EE.W.7.4	Produce writing that is appropriate for the task, purpose, or audience.	This essential element is not currently being assessed.
	a. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	EE.W.7.3.a	Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	This essential element is not currently being assessed.
		EE.W.7.3.b	Not applicable.	This essential element is not currently being assessed.

	<p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>EE.W.7.2.b</p>	<p>Provide facts, details, or other information related to the topic.</p>	<p>EMERGENT WRITING: Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use functional words (describe a noun’s function/use) to describe common persons, places, objects, or events. <p>CONVENTIONAL WRITING: Proximal Precursor:</p> <ul style="list-style-type: none"> • Student adds information to writing (writing is meant inclusively here—writing, drawing, or dictation) that helps to strengthen the overall message. <p>Target:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing.
	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.</p>	<p>EE.W.7.1.a</p>	<p>Introduce a topic or text and write one claim about it.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.W.7.1.b</p>	<p>Write one or more reasons to support a claim about a topic or text.</p>	<p>This essential element is not currently being assessed.</p>

3. Approaching the Task as a Reader
A. Revise and Edit

7.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	EE.W.7.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.	EE.W.7.1.a	Introduce a topic or text and write one claim about it.	This essential element is not currently being assessed.
		EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Given a choice of two objects, uses eye-gaze, physical movement, gestures or vocalization to indicate choice. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce the most appropriate response to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play. Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text. <p>Target:</p> <ul style="list-style-type: none"> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic. <p>Successor:</p> <ul style="list-style-type: none"> Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure.

		EE.W.7.3.a	Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	This essential element is not currently being assessed.
		EE.W.7.1.b	Write one or more reasons to support a claim about a topic or text.	This essential element is not currently being assessed.
		EE.W.7.2.b	Provide facts, details, or other information related to the topic.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use functional words (describe a noun’s function/use) to describe common persons, places, objects, or events. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student adds information to writing (writing is meant inclusively here— writing, drawing, or dictation) that helps to strengthen the overall message. <p>Target:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic. <p>Successor:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing
		EE.W.7.3.b	Not applicable.	Not applicable.
		EE.W.7.1.e	Not applicable.	Not applicable.
		EE.W.7.2.f	Not applicable.	Not applicable.
		EE.W.7.3.e	Not applicable.	Not applicable.

	b. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	EE.W.7.1.c	Use temporal words (first, next, also) to create cohesion	This essential element is not currently being assessed.
		EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.	EMERGENT WRITING: Initial Precursor: <ul style="list-style-type: none"> Can demonstrate understanding that specific members comprise a broad category. Distal Precursor: <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. CONVENTIONAL WRITING: Proximal Precursor: <ul style="list-style-type: none"> Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline) Target: <ul style="list-style-type: none"> Student is able to select domain-specific words to use for writing about a topic. Successor: <ul style="list-style-type: none"> Can include domain-specific vocabulary when writing an informative text.
		EE.W.7.3.d	Use words that describe feelings of people or characters in the narrative.	This essential element is not currently being assessed.
		EE.L.7.3.a	Use precise language as required to achieve desired meaning.	This essential element is not currently being assessed.
		EE.W.7.1.d	Not applicable.	Not applicable.
		EE.W.7.2.e	Not applicable.	Not applicable.
	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	EE.L.7.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.

		<p>EE.L.7.2.a</p>	<p>Use end punctuation when writing a sentence or question.</p>	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Comprehends that all objects have some function or action typically associated with it (object action). <p>Distal Precursor:</p> <ul style="list-style-type: none"> Points to the first word, in the upper left when asked, "Show me where I should start reading." <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding that some type of punctuation needs to occur after each sentence and can recognize the different types of end punctuation. <p>Target:</p> <ul style="list-style-type: none"> Can use appropriately the various types of end punctuation in his or her writing. <p>Successor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding that commas are a common form of punctuation.
		<p>EE.L.7.2</p>	<p>Demonstrate understanding of conventions of standard English.</p>	<p>This essential element is not currently being assessed.</p>

		EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can produce a string of letters (student attempts to write words) by combining random letters. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use spelling patterns (e.g., rimes) in familiar words to spell new words. <p>Target:</p> <ul style="list-style-type: none"> • Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. <p>Successor:</p> <ul style="list-style-type: none"> • Can spell words with inflectional endings (e.g., walked, eats, sleeping).
	d. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.	EE.W.7.1.c	Use temporal words (first, next, also) to create cohesion.	This essential element is not currently being assessed.
		EE.W.7.3.c	Use temporal words (first, then, next) to signal order.	This essential element is not currently being assessed.
	e. Use technology, including the Internet, to produce, publish, writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	EE.W.7.6	Use technology, including the Internet, to produce writing to interact and collaborate with others.	This essential element is not currently being assessed.

SPEAKING AND LISTENING				
1. Collaborating				
A. Conversations				
7.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	EE.SL.7.1.b	With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.	This essential element is not currently being assessed.
B. Questioning				
7.SL.1.B	Delineate a speaker's argument and claims, evaluating reasons in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	EE.SL.7.3	Determine whether the claims made by a speaker are facts or opinion.	This essential element is not currently being assessed.
		EE.SL.7.1.c	Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	This essential element is not currently being assessed.
C. Viewpoints of others				
7.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	EE.SL.7.1.d	Acknowledge new information expressed by others in a discussion.	This essential element is not currently being assessed.
		EE.SL.7.2	Identify details related to the main idea of a text presented orally or through other media.	This essential element is not currently being assessed.
2. Presenting				
A. Verbal Delivery				
7.SL.2.A	Speak clearly audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including volume at an understandable pace.	EE.SL.7.6	Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	This essential element is not currently being assessed.
		EE.SL.7.4	Present findings on a topic including relevant descriptions, facts, or details.	This essential element is not currently being assessed.
B. Nonverbal				
7.SL.2.B	Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	EE.SL.7.4	Present findings on a topic including relevant descriptions, facts, or details.	This essential element is not currently being assessed.

C. Multimedia

7.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	EE.SL.7.4	Present findings on a topic including relevant descriptions, facts, or details.	This essential element is not currently being assessed.
		EE.SL.7.5	Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.	This essential element is not currently being assessed.

8th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS	DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING LITERARY TEXT			
1. Comprehend and Interpret Texts (Approaching Texts as a Reader).			
A. Comprehension			
8.RL.1.A	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.8.1	Cite text support inferences from stories and poems. Initial Precursor: <ul style="list-style-type: none"> As a result of experience with a routine, the student is able to identify the objects that are used in the routine. Distal Precursor: <ul style="list-style-type: none"> Can identify the concrete details, such as characters, objects, setting, and major events that are specifically stated in a narrative text. Proximal Precursor: <ul style="list-style-type: none"> Can identify details about characters, objects, setting, and major events that come from information not specifically stated in a narrative text. Target: <ul style="list-style-type: none"> Can identify and cite the explicit information stated in the text supporting the inferences made while reading a narrative text. Successor: <ul style="list-style-type: none"> Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text.

B. Word Meanings				
8.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	EE.RL.8.4	Determine connotative meanings of words and phrases in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine the literal meaning of words and phrases using the context in which they are located. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative. <p>Target:</p> <ul style="list-style-type: none"> • Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text. <p>Successor:</p> <ul style="list-style-type: none"> • Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech.
C. Text Features				
8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Not applicable.	Not applicable.	Not applicable.

D. Summarize/Theme

8.RL.1.D	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	EE.RL.8.2	Recount an event related to the theme or central idea, including details about character and setting.	Initial Precursor: <ul style="list-style-type: none">• Can identify the next step or event in a sequence from a familiar routine. Distal Precursor: <ul style="list-style-type: none">• Can identify early elements of story grammar; can point to pictures or objects or use speech to identify the characters or objects in a simple story. Proximal Precursor: <ul style="list-style-type: none">• Can identify the theme of a story, which includes a short, concise sentence about the overall meaning of the narrative Target: <ul style="list-style-type: none">• Can relate an event with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative. Successor: <ul style="list-style-type: none">• Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative.
-----------------	---	------------------	---	--

		EE.RI.8.2	Provide a summary of a familiar informational text.	Initial Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding when information is not pertinent to the current task and can prevent this information from affecting their decisions and performance, allowing him or her to focus on the relevant task information. Distal Precursor: <ul style="list-style-type: none">• Able to identify explicit details in an informational text. Proximal Precursor: <ul style="list-style-type: none">• Can determine more than one main idea in an informational text. Target: <ul style="list-style-type: none">• Can summarize the information in a familiar informational text. Successor: <ul style="list-style-type: none">• Can summarize an informational text, including relevant details and descriptive information.
--	--	------------------	---	--

		EE.RI.8.3	Recount events in the order they were presented in the text.	Initial Precursor: <ul style="list-style-type: none">• Can identify the next step or event in a sequence from a familiar routine. Distal Precursor: <ul style="list-style-type: none">• Can identify the concrete details mentioned in beginner level informational texts. Proximal Precursor: <ul style="list-style-type: none">• Can identify the relationship between multiple concrete facts or details in a literature or informational text. Target: <ul style="list-style-type: none">• Can recall and describe the events and details in an informational text in the same order as they appeared in the text. Successor: <ul style="list-style-type: none">• Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.
--	--	------------------	--	---

2. Analyze Craft and Structure (Approaching Texts as a Writer).**A. Structure**

8.RL.2.A	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	EE.RL.8.5	Compare and contrast the structure of two or more texts.	Initial Precursor: <ul style="list-style-type: none">• Can identify the next step or event in a sequence from a familiar routine. Distal Precursor: <ul style="list-style-type: none">• Can determine the events that occur at the beginning, middle, and end of a familiar, linear story. Proximal Precursor: <ul style="list-style-type: none">• Student can compare the structure of two or more texts (e.g., stories, poems, or dramas) Target: <ul style="list-style-type: none">• Student can compare and contrast the structures of two or more texts (e.g., stories, poems, or dramas) Successor: <ul style="list-style-type: none">• Can identify where a text deviates from a chronological presentation of events.
-----------------	--	------------------	--	--

B. Point of View

8.RL.2.B	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	EE.RL.8.6	Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	This essential element is not currently being assessed.
-----------------	---	------------------	--	---

C. Craft and meaning

8.RL.2.C	Analyze how specific word choices and sentence structures contribute to meaning and tone.	EE.RL.8.4	Determine connotative meanings of words and phrases in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can determine the literal meaning of words and phrases using the context in which they are located. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative. <p>Target:</p> <ul style="list-style-type: none">• Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text. <p>Successor:</p> <ul style="list-style-type: none">• Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech.
-----------------	---	------------------	--	---

D. Summarize/Theme				
8.RL.2.D	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Comprehends that all objects have some function or action typically associated with it (object action) <p>Distal Precursor:</p> <ul style="list-style-type: none"> Student can correctly identify how a character responds to a challenge that is presented within a story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can recall the causes of major actions included in a story. <p>Target:</p> <ul style="list-style-type: none"> Can identify the impact that certain events have in a narrative, such as causing subsequent events to occur. <p>Successor:</p> <ul style="list-style-type: none"> Can explain how each of the character's actions in the story is the cause of another action, and how these build on each other toward achieving the overall goal.
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Text in Forms				
8.RL.3.A	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	EE.RL.8.7	Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	This essential element is not currently being assessed.

B. Relationships in Texts				
8.RL.3.B	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	EE.RL.8.9	Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can understand adjectives in others' speech. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the behavior and action of specific characters in a familiar story <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine when a character changes in how he/she/it feels emotionally over the course of and in response to the event in a story <p>Target:</p> <ul style="list-style-type: none"> • Can determine how different narratives are the same and different in terms of their theme, plot, and story elements, such as characters, settings, and events. <p>Successor:</p> <ul style="list-style-type: none"> • Can compare and contrast how similar themes and topics are addressed in texts using different forms or from different genres, such as between stories and poems and between historical novels and fantasy stories.
C. Historical Context				
8.RL.3.C	Explain how themes reflect historical and/or cultural contexts.	Not applicable	Not applicable.	Not applicable.
D. Comprehension K-5				
8.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	EE.RL.8.10	Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	This essential element is not currently being assessed.

READING INFORMATIONAL TEXT				
1. Comprehend and Interpret Texts				
A. Evidence/Inference				
8.RI.1.A	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.8.1	Cite text to support inferences from informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> As a result of experience with a routine, the student is able to identify the objects that are used in the routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can use information and details explicitly mentioned in the text for citing. <p>Target:</p> <ul style="list-style-type: none"> Can use information and details inferred from the information and details explicitly mentioned in the text for citing. <p>Successor:</p> <ul style="list-style-type: none"> Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text.

B. Word Meaning				
8.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	EE.RI.8.4	Determine connotative meanings of words and phrases in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine the literal meaning of words and phrases using the context in which they are located <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words <p>Target:</p> <ul style="list-style-type: none"> • Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text <p>Successor:</p> <ul style="list-style-type: none"> • Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech
C. Text Features				
8.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.
D. Summarize/Claim				
8.RI.1.D	Explain the central/main idea(s) of a text including those from different media and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.

2. Apply a writing process to develop a text for audience and purpose.

A. Structure

8.RI.2.A	Analyze how an author’s choice concerning a text’s organization or overall structure contributes to meaning.	EE.RI.8.5	Locate the topic sentence and supporting details in a paragraph.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• When supplied with a member of a category, can determine if the member belongs in the category <p>Distal Precursor:</p> <ul style="list-style-type: none">• Able to identify explicit details in an informational text <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can determine which key details in an informational text support the main idea of the whole text or a section of it <p>Target:</p> <ul style="list-style-type: none">• Student can identify the topic sentence and identify the details in the paragraph that support the topic sentence. There is a slight shift here from previous nodes as the student will need to use some text searching skill to locate the topic sentence and supporting details (they will need to use their knowledge of structural elements of informational text to accomplish this). <p>Successor:</p> <ul style="list-style-type: none">• Can derive from an oral, digital, or quantitative presentation of information the details supporting the main idea
-----------------	--	------------------	--	---

B. Point of View

8.RI.2.B	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text to that describe or support it.	Initial Precursor: <ul style="list-style-type: none">As a result of experience with a routine, the student is able to identify people associated with the routine. Distal Precursor: <ul style="list-style-type: none">Can identify the concrete details mentioned in beginner level informational texts. Proximal Precursor: <ul style="list-style-type: none">Can identify the author's point of view or purpose for writing an informational text on the topic at hand. The point of view of an author is his/her physical or mental relationship with a specific event or area of a general topic. Target: <ul style="list-style-type: none">Can pick out examples in an informational text or a presentation on a topic describing or supporting the author's or presenter's point of view on the topic. Successor: <ul style="list-style-type: none">Can determine the examples the author provides in an informational text on a topic that indicate or suggest his/her purpose for writing the text.
-----------------	---	------------------	--	---

C. Craft and Meaning

8.RI.2.C	Analyze how word choice and sentence structure contributes to meaning and tone.	EE.RI.8.4	Determine connotative meanings of words and phrases in a text.	Initial Precursor: <ul style="list-style-type: none">• Can determine when two words have the same, similar, or different meanings or whether meanings of a single word are the same or different. Distal Precursor: <ul style="list-style-type: none">• Can determine the literal meaning of words and phrases using the context in which they are located Proximal Precursor: <ul style="list-style-type: none">• Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words Target: <ul style="list-style-type: none">• Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text Successor: <ul style="list-style-type: none">• Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech
-----------------	---	------------------	--	--

D. Argument/Evidence				
8.RI.2.D	Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	EE.RI.8.8	Determine the argument made by an author in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine what the points are that the author of an unfamiliar informational text is trying to communicate to the reader. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can find out how specific points made by an author in an informational text relate to the reasons supporting it <p>Target:</p> <ul style="list-style-type: none"> Can identify an explicitly made argument (must be overtly stated in the text) in an informational text. Note—locating the argument is similar to noting the overall main idea. In a persuasive text there is a central argument presented with several claims and evidence to back the claims. <p>Successor:</p> <ul style="list-style-type: none"> Can identify an argument as an association between a claim and its evidence
3. Synthesize Ideas from Multiple Texts				
A. Texts/Forms				
8.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	EE.RI.8.7	Determine whether a topic is best presented as audio, video, multimedia, or text.	This essential element is not currently being assessed.

B. Relationships/Texts				
8.RI.3.B	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	EE.RI.8.9	Identify where two different texts on the same topic differ in their interpretation of the details.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine the specific claims made by a speaker or author. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the specific points that an author or speaker uses that corroborate and support a claim. <p>Target:</p> <ul style="list-style-type: none"> Can identify how authors of two different informational texts on the same topic use details differently when forming their interpretations. <p>Successor:</p> <ul style="list-style-type: none"> Can identify similarities in how different informational texts on the same topic handle and/or explain alternative viewpoints.
C. Historical Context				
8.RI.3.C	Explain how the central idea of text reflects historical and/or cultural contexts.	Not applicable	Not applicable.	Not applicable.
D. Comprehension				
8.RI.3.D	Read and comprehend informational text independently and proficiently.	EE.RI.8.10	Demonstrate understanding while actively reading or listening to literary nonfiction.	This essential element is not currently being assessed.

WRITING AND RESEARCHING				
1. Approaching the Task as a Researcher				
A. Research				
8.W.1.A	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.	EE.W.8.7	Conduct short research projects to answer and pose questions based on one source of information.	This essential element is not currently being assessed.
	Gather relevant information from multiple print and digital sources, using search term effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	EE.W.8.8	Select quotes providing relevant information about a topic from multiple print or digital sources.	This essential element is not currently being assessed.
2. Approaching the Task as a Writer				
B. Development				
8.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.	EE.W.8.4	Produce writing that is appropriate for the task, purpose, or audience.	This essential element is not currently being assessed.

		EE.W.8.2.c	Write complete thoughts as appropriate.	EMERGENT WRITING Initial Precursor: <ul style="list-style-type: none">• Can produce single word utterances. Distal Precursor: <ul style="list-style-type: none">• Can produce utterances comprising of two words. CONVENTIONAL WRITING Proximal Precursor: <ul style="list-style-type: none">• Can use two words together when producing a written text. Target: <ul style="list-style-type: none">• Student is able to produce a complete thought in writing. Up to this point, students may produce writing that requires some interpretation or context to understand (e.g., frg lgs=frogs use their legs to jump). By this node, students are able to create a complete thought (e.g., Frogs jump). The produced thought may not be grammatically correct (i.e., The frogs can jump), but still conveys a complete thought or idea. Successor: <ul style="list-style-type: none">• Can write coherent, semantically accurate, and grammatically correct simple sentences.
--	--	-------------------	---	--

	<p>a. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.</p>	<p>EE.W.8.3.a</p>	<p>Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more event.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.W.8.3.b</p>	<p>Not applicable.</p>	<p>Not applicable.</p>
	<p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>EE.W.8.2.b</p>	<p>Write one or more facts or details related to the topic.</p>	<p>EMERGENT WRITING: Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use perceptual words (describe a noun’s features) to describe common persons, places, objects, or events. <p>CONVENTIONAL WRITING: Proximal Precursor:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic <p>Target:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing <p>Successor:</p> <ul style="list-style-type: none"> • Can develop a topic with facts or details related to the topic

	c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence.	EE.W.8.1.a	Introduce the claim and provide reasons or pieces of evidence to support it.	This essential element is not currently being assessed.
		EE.W.8.1.b	Write reasons to support a claim about a topic or text.	This essential element is not currently being assessed.
3. Approaching the Task as a Reader				
A. Revise and Edit				
8.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	EE.W.8.5	With guidance and support from adults and peers, plan before writing and revise own writing.	This essential element is not currently being assessed.

	<p>a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows form the text. Add or delete content and change organization to achieve the writer’s purpose.</p>	<p>EE.W.8.1.a</p>	<p>Introduce the claim and provide reasons or pieces of evidence to support it.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.W.8.2.a</p>	<p>Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</p>	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Given a choice of two objects, uses eye-gaze, physical movement, gestures or vocalization to indicate choice. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce the most appropriate response to wh-questions concerning free play, storybooks, snack time, sequence cards, and puppet play Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can select a topic for writing an informational text and then find information that is either tactile, visual, or multimedia for use when writing the text <p>Target:</p> <ul style="list-style-type: none"> Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic <p>Successor:</p> <ul style="list-style-type: none"> Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure

		EE.W.8.3.a	Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	This essential element is not currently being assessed.
		EE.W.8.1.b	Write reasons to support a claim about a topic or text.	This essential element is not currently being assessed.
		EE.W.8.2.b	Write one or more facts or details related to the topic.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use perceptual words (describe a noun's features) to describe common persons, places, objects, or events <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student is already able to identify facts and details related to topic from a set of choices. Now they are able to provide written facts, details and/or information about a topic <p>Target:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing <p>Successor:</p> <ul style="list-style-type: none"> • Can develop a topic with facts or details related to the topic
		EE.W.8.3.b	Not applicable.	Not applicable.
		EE.W.8.1.e	Not applicable.	Not applicable.

		EE.W.8.2.f	Provide a closing.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> As a result of the experience with a routine, the student is able to identify the end or completion of a routine <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce a universal ending in writing (e.g., the student can write “the end.”) <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text. <p>Target:</p> <ul style="list-style-type: none"> Can produce a conclusion for a text he or she is writing <p>Successor:</p> <ul style="list-style-type: none"> Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece
		EE.W.8.3.e	Provide a closing.	This essential element is not currently being assessed.

	b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.	EE.W.8.1.c	Not applicable.	Not applicable.
		EE.W.8.2.d	Use domain specific vocabulary related to the topic.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> When supplied with a member of a category, can determine if the member belongs in the category <p>Distal Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Student is able to select domain-specific words to use for writing about a topic. <p>Target:</p> <ul style="list-style-type: none"> Can include domain-specific vocabulary when writing an informative text <p>Successor:</p> <ul style="list-style-type: none"> Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain-specific vocabulary to enhance claims)
		EE.W.8.3.d	Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.	This essential element is not currently being assessed.
		EE.W.8.1.d	Not applicable.	Not applicable.
		EE.W.8.2.e	Not applicable.	Not applicable.

	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	EE.L.8.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.8.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.
	d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	EE.W.8.3.c	Use temporal words (e.g., first, then, next) to signal order.	This essential element is not currently being assessed.
	e. Use technology, including the Internet to produce, publish, writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	EE.W.8.6	Use technology, including the Internet, to produce writing to interact and collaborate with others.	This essential element is not currently being assessed.

SPEAKING AND LISTENING

1. Collaborating

A. Conversations

8.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	EE.SL.8.1.b	Follow simple rules and carry out assigned roles during discussions.	This essential element is not currently being assessed.
-----------------	--	--------------------	--	---

B. Questioning

8.SL.1.B	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	EE.SL.8.3	Determine the argument made by a speaker on a topic.	
		EE.SL.8.1.c	Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.	This essential element is not currently being assessed.

C. Viewpoints of others

8.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	EE.SL.8.1.d	Acknowledge new information expressed by others in a discussion and relate it to own ideas.	This essential element is not currently being assessed.
		EE.SL.8.2	Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.	This essential element is not currently being assessed.

2. Presenting				
A. Verbal Delivery				
8.SL.2.A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	EE.SL.8.6	Adapt communication to a variety of contexts and tasks.	This essential element is not currently being assessed.
		EE.SL.8.4	Present descriptions, facts, or details supporting specific points made on a topic.	This essential element is not currently being assessed.
B. Nonverbal				
8.SL.2.B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.	EE.SL.8.4	Present descriptions, facts, or details supporting specific points made on a topic.	This essential element is not currently being assessed.
C. Multimedia				
8.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	EE.SL.8.4	Present descriptions, facts, or details supporting specific points made on a topic.	This essential element is not currently being assessed.
		EE.SL.8.5	Include multimedia and visual information into presentations.	This essential element is not currently being assessed.

9th-10th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS	DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING LITERARY TEXT			
1. Comprehend and Interpret Texts (Approaching Texts as a Reader).			
A. Comprehension			
9-10.RL.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. Initial Precursor: <ul style="list-style-type: none"> • Can identify elements in a story (characters, other key details in the text) when asked. Distal Precursor: <ul style="list-style-type: none"> • Can answer questions posed by others regarding a narrative by using information from the text. Proximal Precursor: <ul style="list-style-type: none"> • Can use information and details explicitly mentioned in the text for citing. Target: <ul style="list-style-type: none"> • Can determine which citations refer to explicit information and which citations refer to inferred information in a narrative text. Successor: <ul style="list-style-type: none"> • Can analyze a narrative text to determine the explicit meaning based on the information directly stated in it.

B. Word Meanings				
9-10.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can determine some of the relevant words for describing people, places, things, or events familiar to the student <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the meaning of frequently occurring or transparent simple idioms and figures of speech when reading a narrative. <p>Target:</p> <ul style="list-style-type: none"> Can ascertain the figurative meanings of words and phrases in narratives, such as common idioms, analogies, and figures of speech. <p>Successor:</p> <ul style="list-style-type: none"> Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use.
C. Text Features				
9-10RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.

D. Summarize/Theme			
9-10.RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experience; provide an objective and concise summary of the text.	EE.RL.9-10.2	<p>Recount events related to the theme or central idea, including details about character and setting.</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the next step or event in a sequence from a familiar routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify what the overall goal or main idea of a single episode is in a narrative by inferring from the characters, settings, and actions. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can determine the details that provide for the foundation of the theme in a narrative. <p>Target:</p> <ul style="list-style-type: none"> • Can relate two or more events with details about specific characters and settings that help the reader to infer the theme or central idea of a narrative. <p>Successor:</p> <ul style="list-style-type: none"> • The student can recount the most important events from a story.

		EE.RI.9-10.3	Determine logical connections between individuals, ideas, or events in a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• As a result of experience with a routine, the student is able to identify actions associated with the routine. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can identify the order in which two events occur in an informational text. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the relationship between multiple concrete facts or details in a literature or informational text. <p>Target:</p> <ul style="list-style-type: none">• Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can determine how the individuals, ideas, events, and other details change over the course of an informational text.
--	--	---------------------	--	---

2. Analyze Craft and Structure (Approaching Texts as a Writer).				
A. Structure				
9-10.RL.2.A	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	EE.RL.9-10.5	Identify where a text deviates from a chronological presentation of events.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the next event in a sequence from a familiar story. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Student can identify the beginning and end of an unfamiliar story. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • The student will identify an element of the story that undergoes change(s) from beginning to end (e.g., character or setting) <p>Target:</p> <ul style="list-style-type: none"> • Can identify where a text deviates from a chronological presentation of events. <p>Successor:</p> <ul style="list-style-type: none"> • Student determines how structure contributes to the meaning of a story.
B. Point of View				
9-10.RL.2.B	Analyze how a point of view is reflected in the characters, setting, and plot.	EE.RL.9-10.6	Determine a point of view or cultural presentation of events.	This essential element is not currently being assessed.

C. Craft and meaning

9-10.RL.2.C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	EE.L.9-10.4.a	Use context to determine the meaning of unknown words.	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation with a text. Examples and restatements may also be used in the sentence. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence's meaning as clues. <p>Target:</p> <ul style="list-style-type: none">• Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect. <p>Successor:</p> <ul style="list-style-type: none">• Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect.
--------------------	--	----------------------	--	---

		EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.	Initial Precursor: <ul style="list-style-type: none">Using their categorical knowledge, can make generalizations about the category to novel instances of that category. Distal Precursor: <ul style="list-style-type: none">Can understand that words can have multiple meanings that may include a concrete and psychological meaning (e.g., "sweet"). Proximal Precursor: <ul style="list-style-type: none">Can use the surrounding context of a word in a text to determine the meaning of multiple meaning words. Target: <ul style="list-style-type: none">Can identify the intended meaning of multiple meaning words in a text. Successor: <ul style="list-style-type: none">Student exhibits understanding that words with multiple meanings can be used for humor.
--	--	----------------------	---	---

D. Summarize/Theme				
9-10.RL.2.D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	EE.RL.9-10.3	Determine how characters change or develop over the course of a text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture=chairs, tables, couches, etc.) <p>Distal Precursor:</p> <ul style="list-style-type: none"> Student can identify the feelings of characters when explicitly stated in familiar stories. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can describe the internal (motivations, feelings) and external traits (appearance) of a character. <p>Target:</p> <ul style="list-style-type: none"> Can determine the changes or development that occurs in a specific character in a narrative. <p>Successor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative.
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Text in Forms				
9-10.RL.3.A	Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.	EE.RL.10-11.7	Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	This essential element is not currently being assessed.
B. Relationships in Texts				
9-10.RL.3.B	Explain how and why an author alludes to or transforms source material within his or her text.	EE.RL.9-10.9	Identify when an author draws upon or references a different text.	This essential element is not currently being assessed.
C. Historical Context				
9-10.RL.3.C	Analyze how multiple texts reflect historical and/or cultural contexts.	Not applicable	Not applicable.	Not applicable.

D. Comprehension K-5				
9-10.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	EE.RL.9-10.10	Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	This essential element is not currently being assessed.
READING INFORMATIONAL TEXT				
1. Comprehend and Interpret Texts				
A. Evidence/Inference				
9-10.RI.1.A	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferentially.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details mentioned in beginner level informational texts. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can use information and details inferred from the information and details explicitly mentioned in the text for citing. <p>Target:</p> <ul style="list-style-type: none"> • Can determine which citations refer to explicit information and which citations refer to inferred information in an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can determine the explicit meaning of an informational text and refer to specific citations or details to support the meaning.

B. Word Meaning				
9-10.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	EE.RI.9-10.4	Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best ones. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text. <p>Target:</p> <ul style="list-style-type: none"> • Can determine the figurative meaning of words and phrases that the author intended in an informational text, such as common idioms, analogies, and figures of speech. <p>Successor:</p> <ul style="list-style-type: none"> • Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impact the meaning that a reader derives from an informational text.
C. Text Features				
9-10.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.

D. Summarize/Claim				
<p>9-10.RI.1.D</p>	<p>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</p>	<p>EE.RI.9-10.2</p>	<p>Determine the central idea of the text and select details to support it.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify the details in an informational text that relate to the topic of the text based on their similarities. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can summarize the information in a familiar informational text. <p>Target:</p> <ul style="list-style-type: none"> • Can pick out the details that are relevant and contribute to the understanding of the central idea of an informational text. <p>Successor:</p> <ul style="list-style-type: none"> • Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations.

		EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can answer who and what questions about concreated details in a familiar informational text to demonstrate his or her understanding. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine which details in an informational text are important. <p>Target:</p> <ul style="list-style-type: none"> Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation. <p>Successor:</p> <ul style="list-style-type: none"> Can distinguish between claims that a speaker or author supports with evidence from those that are not factually supported.
2. Apply a writing process to develop a text for audience and purpose.				
A. Structure				
9-10.RI.2.A	Analyze how an author's choice concerning how to structure a text or sequence information impacts the reader.	Not applicable.	Not applicable.	Not applicable.
B. Point of View				
9-10.RI.2.B	Analyze how an author uses rhetoric to advance point of view or purpose.	EE.RI.9.10.6	Determine author's point of view and compare with own point of view.	This essential element is not currently being assessed.

C. Craft and Meaning

<p>9-10.RI.2.C</p>	<p>Analyze the cumulative impact of word choices and syntax on meaning and tone.</p>	<p>EE.RI.9-10.4</p>	<p>Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can determine some of the relevant words for describing people, places, things, or events familiar to the student. <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can ascertain which words or phrases fit the meaning of literal sentences in a text and can complete those sentences by choosing the best one. <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can identify the commonly understood cultural and/or emotional meaning of words and phrases in a text. <p>Target:</p> <ul style="list-style-type: none">• Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech. <p>Successor:</p> <ul style="list-style-type: none">• Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impact the meaning that a reader derives from an informational text
---------------------------	--	----------------------------	--	---

D. Argument/Evidence				
9-10.RI.2.D	Evaluate an author’s argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine the specific claims made by a speaker or author <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the specific evidence used to support a claim regarding either an informational or literary or the topic of a presentation <p>Target:</p> <ul style="list-style-type: none"> Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic <p>Successor:</p> <ul style="list-style-type: none"> Can determine if the structure of the text contributes to the author’s claims. Can identify how word choice and organization enhance an author’s claim
3. Synthesize Ideas from Multiple Texts				
A. Texts/Forms				
9-10.RI.3.A	Analyze how similar ideas or topics are portrayed in different media formats.	EE.RI.9-10.7	Analyze two accounts of a subject told in different mediums to determine how they are the same and different.	This essential element is not currently being assessed.
B. Relationships/Texts				
9-10.RI.3.B	Evaluate how effectively two or more texts develop similar ideas/topics.	EE.RI.9-10.9	Make connections between texts with related themes and concepts.	This essential element is not currently being assessed.
C. Historical Context				
9-10.RI.3.C	Analyze how multiple texts reflect the historical and/or cultural contexts.	Not applicable	Not applicable.	Not applicable.

D. Comprehension				
9-10.RI.3.D	Read and comprehend informational text independently and proficiently.	EE.RI.9-10.10	Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.	This essential element is not currently being assessed.
WRITING AND RESEARCHING				
1. Approaching the Task as a Researcher				
A. Research				
9-10.W.1.A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	EE.W.9-10.7	Conduct research projects to answer questions posed by self and others using multiple sources of information.	This essential element is not currently being assessed.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	EE.W.9-10.8	Write answers to research questions by selecting relevant information from multiple resources.	This essential element is not currently being assessed.
2. Approaching the Task as a Writer				
A. Development				
9-10.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	EE.W.9-10.4	Produce writing that is appropriate for the task, purpose, and audience.	This essential element is not currently being assessed.
		EE.W.9-10.1	Write claims about topics or texts.	This essential element is not currently being assessed.
		EE.W.9-10.2	Write to share information supported by details.	This essential element is not currently being assessed.
		EE.W.9-10.3	Write about events or personal experiences.	This essential element is not currently being assessed.

3. Approaching the Task as a Reader**A. Revise and Edit**

9-10.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	EE.W.9-10.5	Develop writing by planning and revising own writing.	This essential element is not currently being assessed.
	a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.	EE.W.9-10.2.a	Develop the topic with facts or details	This essential element is not currently being assessed.

		EE.W.9-10.2.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.	EMERGENT WRITING: Initial Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding that he or she can communicate their preference for an object (like, dislike) through either verbal or nonverbal means when asked yes/no questions about their preferences. Distal Precursor: <ul style="list-style-type: none">• Can select a topic and use drawing, dictating, or writing to compose a message with at least one fact or detail about the selected topic (message may require some interpretation as student may not be using phonetic spelling or complete simple sentences) CONVENTIONAL WRITING: Proximal Precursor: <ul style="list-style-type: none">• Can introduce a topic while writing an informational text and convey information about it including visual, tactual, or multimedia information as appropriate. Target: <ul style="list-style-type: none">• Student is able to produce an informational piece of writing in which the topic is clearly introduced and the details about the topic (may be visual, tactual, or multimedia) are presented within a clear organizational structure. Successor: <ul style="list-style-type: none">• Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate.
--	--	----------------------	---	--

		EE.W.9-10.3.a	Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.	This essential element is not currently being assessed.
		EE.W.9-10.2.b	Develop the topics with facts or details.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can use functional words (describe a noun's function/use) to describe common persons, places, objects, or events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student is able to put facts or details identified about a topic into writing. <p>Target:</p> <ul style="list-style-type: none"> • Can develop a topic with facts or details related to the topic. <p>Successor:</p> <ul style="list-style-type: none"> • Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text.

		EE.W.9-10.2.f	Providing a closing or concluding statement.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> As a result of the experience with a routine, the student is able to identify the end or completion of a routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce a universal ending in writing (e.g., the student can write “the end”). <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text. <p>Target:</p> <ul style="list-style-type: none"> Can produce a conclusion for a text he or she is writing. <p>Successor:</p> <ul style="list-style-type: none"> Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece
		EE.W.9-10.3.e	Provide a closing.	This essential element is not currently being assessed.
	b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	Not applicable.	Not applicable.	Not applicable.

		<p>EE.W.9-10.2.d</p>	<p>Use domain specific vocabulary when writing claims related to a topic of study or text.</p>	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate an understanding that categories are broad and contain varying subgroups differing on their characteristics (furniture = chairs, tables, couches, etc.). <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can identify words in speech or text that are domain-specific words (i.e., words that are specific to a content area or discipline). <p>CONVENTIONAL WRITING</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can include domain-specific vocabulary when writing an informative text. <p>Target:</p> <ul style="list-style-type: none"> • Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary that enhances claims). <p>Successor:</p> <ul style="list-style-type: none"> • Can include academic words when writing an informative text on a topic.
		<p>EE.W.9-10.3.d</p>	<p>Use descriptive words and phrases to convey a vivid picture of experiences, events, settings, or characters.</p>	<p>This essential element is not currently being assessed.</p>

	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	EE.L.9-10.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
		EE.L.9-10.2	Demonstrate understanding of conventions of standard English.	This essential element is not currently being assessed.

		<p>EE.L.9-10.2.c</p>	<p>Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p>	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can produce a string of letters (student attempts to write words) by combining random letters. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word. <p>Target:</p> <ul style="list-style-type: none"> • Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word. • Can produce conventional spellings for single syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the –e associated with long vowel sound at the end. <p>Successor:</p> <ul style="list-style-type: none"> • Can correctly spell words that do not follow common word patterning rules.
	<p>d. Use a variety of appropriate transition to clarify relationships and connect ideas, claims ad signal time shifts.</p>	<p>EE.W.9-10.3.c</p>	<p>Organize the events in the narrative using temporal words to signal order as appropriate.</p>	<p>This essential element is not currently being assessed.</p>

		<p>EE.W.9-10.2.c</p>	<p>Use complete, simple sentences as appropriate.</p>	<p>EMERGENT WRITING: Initial Precursor:</p> <ul style="list-style-type: none"> • Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can produce a string of letters (student attempts to write words) by combining random letters. <p>CONVENTIONAL WRITING: Proximal Precursor:</p> <ul style="list-style-type: none"> • Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word. <p>Target:</p> <ul style="list-style-type: none"> • Can use letter-sound knowledge to spell words phonetically by including some words with long vowels in which the vowel sound is broken up in the written word by placing the –e associated with long vowel sounds at the end. <p>Successor:</p> <ul style="list-style-type: none"> • Can correctly spell words that do not follow common word patterning rules.
		<p>EE.W.9-10.3.c</p>	<p>Organize the events in the narrative using temporal words to signal order as appropriate.</p>	<p>This essential element is not currently being assessed.</p>

	e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	EE.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	This essential element is not currently being assessed.
--	---	--------------------	--	---

SPEAKING AND LISTENING

3. Collaborating

D. Conversations

9-10.SL.1.A	Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	EE.SL.9-10.1.b	Work with adults and peers to set rules for discussion.	This essential element is not currently being assessed.
--------------------	---	-----------------------	---	---

E. Questioning

9-10.SL.1.B	Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	EE.SL.9-10.3	Determine the speaker’s point of view on a topic.	This essential element is not currently being assessed.
		EE.SL.9-10.1.c	Relate the topic of discussion to broader themes or ideas.	This essential element is not currently being assessed.

F. Viewpoints of others				
9-10.SL.1.C	Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.	EE.SL.9-10.1.d	Indicate agreement or disagreement with others during discussions.	This essential element is not currently being assessed.
		EE.SL.9-10.2	Determine the credibility of information presented in diverse media or formats.	This essential element is not currently being assessed.
4. Presenting				
D. Verbal Delivery				
9-10.SL.2.A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	EE.SL.9-10.6	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	This essential element is not currently being assessed.
		EE.SL.9-10.4	Present an argument on a topic with logically organized claims, reasons, and evidence.	This essential element is not currently being assessed.
E. Nonverbal				
9-10.SL.2.B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.	Not applicable	Not applicable.	Not applicable.

F. Multimedia

9-10.SL.2.C	Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	EE.SL.9-10.4	Present an argument on a topic with logically organized claims, reasons, and evidence.	This essential element is not currently being assessed.
		EE.SL.9-10.5	Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	This essential element is not currently being assessed.

11th & 12th Grade English Language Arts

MISSOURI LEARNING STANDARDS: GRADE LEVEL EXPECTATIONS	DLM ESSENTIAL ELEMENTS		DLM LINKAGE LEVELS
READING LITERARY TEXT			
1. Comprehend and Interpret Texts (Approaching Texts as a Reader).			
A. Comprehension			
11-12.RL.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	EE.RL.11-12.1	<p>Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify elements in a story (characters, other key details in the text) when asked. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can find specific details in a narrative to answer questions asking about information explicitly stated in the narrative. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can analyze a narrative text to determine what is its explicit meaning based on the information directly stated in it. <p>Target:</p> <ul style="list-style-type: none"> • Can analyze the explicit and implicit meanings of a narrative and provide citations as evidence supporting each of the different meanings. <p>Successor:</p> <ul style="list-style-type: none"> • Can determine when strong evidence is presented in a text and can use it when citing the text.

B. Word Meanings

11-12.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	EE.RL.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	Initial Precursor: <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly) Distal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student) Proximal Precursor: <ul style="list-style-type: none">• Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used. Target: <ul style="list-style-type: none">• Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use. Successor: <ul style="list-style-type: none">• Can identify the words and phrases used by a narrative's author to create mystery, tension, or surprise.
---------------------	--	----------------------	---	---

		EE.L.11-12.4.a	Use context to determine the meaning of unknown words.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can demonstrate a receptive understanding of the property words that describe the objects that accompany familiar games or routines. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can determine the meaning of a word when the definition is given using appositives, relative clauses, within a conjunction, or a direct explanation within a text. Examples and restatements may also be used in the sentence. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can identify what word is missing in a written sentence by using the surrounding words in the sentence and the sentence’s meaning as clues. <p>Target:</p> <ul style="list-style-type: none"> • Can infer word meaning using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, summary, and cause/effect. <p>Successor:</p> <ul style="list-style-type: none"> • Can infer the meaning of a phrase using semantic clues in the sentence or paragraph, including restatement, illustrations or examples, similes, metaphors, personification, and cause/effect.
C. Text Features				
11-12.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.

D. Summarize/Theme

11-12.RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	EE.RL.11-12.2	Recount the main events of the text which are related to the theme or central idea.	Initial Precursor: <ul style="list-style-type: none">• As a result of experience with a routine, the student is able to identify actions associated with the routine. Distal Precursor: <ul style="list-style-type: none">• Can identify the theme of a familiar story, which includes a short, concise sentence about the overall meaning of the narrative. Proximal Precursor: <ul style="list-style-type: none">• Can determine the events that are relevant to the theme or central idea and help the reader to infer it. Target: <ul style="list-style-type: none">• The student can recount the most important events from a story. Successor: <ul style="list-style-type: none">• Can analyze the way the characters, setting, and plot contribute to the development of the theme across the course of a literature text.
---------------------	---	----------------------	---	--

2. Analyze Craft and Structure (Approaching Texts as a Writer).**A. Structure**

11-12.RL.2.A	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	EE.RL.11-12.5	Determine how the author's choice of where to end the story contributes to the meaning.	Initial Precursor: <ul style="list-style-type: none">• Can identify the major events of a familiar story. Distal Precursor: <ul style="list-style-type: none">• Can determine the events that come at the beginning, middle, and end of a narrative containing a clear and linear text structure. Proximal Precursor: <ul style="list-style-type: none">• Student determines how structure contributes to the meaning of a story. Target: <ul style="list-style-type: none">• Can identify how an author ends a story impacts the meaning of a narrative. Successor: <ul style="list-style-type: none">• Can compare and contrast how meaning and style is transferred across multiple texts based on their text structure.
---------------------	---	----------------------	---	--

B. Point of View

11-12.RL.2.B	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	EE.RL.11-12.6	Determine the point of view when there is a difference between the author's actual language and intended meaning.	This essential element is not currently being assessed.
---------------------	---	----------------------	---	---

C. Craft and Meaning

<p>11-12.RL.2.C</p>	<p>Evaluate how the author’s word choice and use of syntax contribute to a text’s overall meaning, tone and aesthetic impact.</p>	<p>EE.RL.11-12.4</p>	<p>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student) <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding that words might have a slightly different meaning or use depending on the specific context in which they are used. <p>Target:</p> <ul style="list-style-type: none">• Can determine the specific contextual meaning of a word or phrase as it is used in a single instance in a text or how it is gradually altered throughout the sentences, paragraphs, chapters, and sections of a text, regardless of whether the student may know the word in terms of its typical use. <p>Successor:</p> <ul style="list-style-type: none">• Can identify the words and phrases used by a narrative’s author to create mystery, tension, or surprise.
----------------------------	---	-----------------------------	--	--

D. Summarize/Theme				
11-12.RL.2.D	Evaluate the impact of the author's choice regarding how to develop and relate elements of a text.	EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can identify the key elements in a story, including the main characters, setting, and the major events. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the changes or development that occurs in a specific character in a narrative. <p>Target:</p> <ul style="list-style-type: none"> Can demonstrate an understanding of how the characters, settings, and events of a narrative progress or develop throughout the narrative. <p>Successor:</p> <ul style="list-style-type: none"> Can describe the series of episodes comprising the plot and how characters respond or change throughout them.
3. Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)				
A. Text in Forms				
11-12.RL.3.A	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	EE.RL.11-12.7	Compare two or more interpretations (e.g. recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	This essential element is not currently being assessed.
B. Relationships in Texts				
11-12.RL.3.B	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.	Not applicable	Not applicable.	Not applicable.

C. Historical Context				
11-12.RL.3.C	Evaluate how an author’s work reflects his or her historical/cultural perspective.	Not applicable	Not applicable.	Not applicable.
D. Comprehension K-5				
11-12.RL.3.D	Read and comprehend literature, including stories dramas and poems, independently and proficiently.	EE.RL.11-12.10	Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.	This essential element is not currently being assessed.
READING INFORMATIONAL TEXT				
1. Comprehend and Interpret Texts				
A. Evidence/Inference				
11-12.RI.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	EE.RI.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can find specific details in an informational text to answer questions asking about information explicitly stated in the text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can use information and details inferred from the information and details explicitly mentioned in the text for citing. <p>Target:</p> <ul style="list-style-type: none"> Can support the identification of the implicit and explicit meaning of an informational text using specific details and citations. <p>Successor:</p> <ul style="list-style-type: none"> Can determine when strong evidence is presented in a text and can use it when citing the text.

B. Word Meaning				
11-12.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	EE.RI.11-12.4	Determine how words or phrases in a text including words with multiple meanings and figurative language, impacts the meaning of the text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student). <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech. <p>Target:</p> <ul style="list-style-type: none"> Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impact the meaning that a reader derives from an informational text. <p>Successor:</p> <ul style="list-style-type: none"> Can analyze how the author of an informational text gradually shapes his or her ideas through his or her word and phrase choices and through the arrangement of the sentences, paragraphs, chapters, and sections.
C. Text Features				
11-12.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Not applicable	Not applicable.	Not applicable.

D. Summarize/Claim				
11-12.RI.1.D	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	EE.RI.11-12.2	Determine the central idea of a text; recount the text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can find two points made by an author of an informational text that relates to each other. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Can summarize an informational text, including relevant details and descriptive information. <p>Target:</p> <ul style="list-style-type: none"> • Can recall and describe the events and details in an informational text in the same order as they appeared in the text. <p>Successor:</p> <ul style="list-style-type: none"> • Can ascertain the logical relationship or interaction between two or more individuals, events, ideas, or other details in an informational text.

2. Apply a writing process to develop a text for audience and purpose.

A. Structure

11-12.RI.2.A	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	EE.RI.11-12.5	Determine whether the structure of a text enhances an author's claim.	Initial Precursor: <ul style="list-style-type: none">• Can identify the concrete details, such as individuals, events, or ideas in familiar informational texts. Distal Precursor: <ul style="list-style-type: none">• Can find specific details in an informational text to answer questions asking about information explicitly stated in the text. Proximal Precursor: <ul style="list-style-type: none">• Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation. Target: <ul style="list-style-type: none">• Can determine if the structure of the text contributes to the author's claims.• Students can identify how word choice and organization enhance an author's claim. Successor: <ul style="list-style-type: none">• Can compare the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.
---------------------	---	----------------------	---	--

B. Point of View

11-12.RI.2.B	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.	EE.RI.11-12.6	Determine author's point of view and compare and contrast it with own point of view.	This essential element is not currently being assessed.
---------------------	---	----------------------	--	---

C. Craft and Meaning

<p>11-12.RI.2.C</p>	<p>Evaluate how the author’s word choice and use of syntax contribute to a text’s overall meaning and tone.</p>	<p>EE.RI.11-12.4</p>	<p>Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.</p>	<p>Initial Precursor:</p> <ul style="list-style-type: none">• Can provide real-life examples of words connected to a use (describe people who are friendly) <p>Distal Precursor:</p> <ul style="list-style-type: none">• Can demonstrate an understanding that when two words have the same meaning, they are synonyms (the student may or may not explicitly use the term synonym, but this term should be used with the student). <p>Proximal Precursor:</p> <ul style="list-style-type: none">• Can determine the figurative meaning of words and phrases as the author intended in an informational text, such as common idioms, analogies, and figures of speech. <p>Target:</p> <ul style="list-style-type: none">• Can determine how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning that a reader derives from an informational text. <p>Successor:</p> <ul style="list-style-type: none">• Can analyze how the author of an informational text gradually shapes his or her ideas through his or her word and phrase choices and through the arrangement of the sentences, paragraphs, chapters, and sections.
----------------------------	---	-----------------------------	---	--

D. Argument/Evidence				
11-12.RI.2.D	Evaluate an author’s argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	EE.RI.11-12.8	Determine whether the claims and reasoning enhance the author’s argument in an informational text.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine the details used to defend a claim in a text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can analyze how specific evidence supports claims that form an argument in an informational text or presentation on a topic <p>Target:</p> <ul style="list-style-type: none"> Can evaluate the quality of the evidence and reasoning related to the argument made by an author in an informational text and arrive at a conclusion about the claim. <p>Successor:</p> <ul style="list-style-type: none"> Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic.
3. Synthesize Ideas from Multiple Texts				
A. Texts/Forms				
11-12.RI.3.A	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	EE.RI.11-12.7	Analyze information presented in different media on related topics to answer questions or solve problems.	This essential element is not currently being assessed.

B. Relationships/Texts				
11-12.RI.3.B	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	EE.RI.11-12.9	Compare and contrast arguments made by two different texts on the same topic.	<p>Initial Precursor:</p> <ul style="list-style-type: none"> Realizes that what he or she is thinking or viewing may or may not be the same as what other people see or think. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can determine the details used to defend a claim in a text. <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can determine the specific evidence used to support a claim regarding either an informational or literary text or the topic of a presentation. <p>Target:</p> <ul style="list-style-type: none"> Can compare and contrast the arguments and the supporting claims, reasons, and evidence made by authors of two different informational texts on the same topic. <p>Successor:</p> <ul style="list-style-type: none"> Can use the similarities and differences in the purpose the authors have for writing different informational texts on the same topic to compare and contrast them.
C. Historical Context				
11-12.RI.3.C	Evaluate how an author's work reflects his or her historical/cultural perspective.	Not applicable	Not applicable.	Not applicable.
D. Comprehension				
11-12.RI.3.D	Read and comprehend informational text independently and proficiently.	EE.RI.11-12.10	Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.	This essential element is not currently being assessed.

WRITING AND RESEARCHING				
1. Approaching the Task as a Researcher				
A. Research				
11-12.W.1.A	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	EE.W.11-12.7	Conduct research projects to answer questions posted by self and others using multiple sources of information.	This essential element is not currently being assessed.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard form for citation.	EE.W.11-12.8	Write answers to research questions by selecting relevant information from multiple resources.	This essential element is not currently being assessed.

2. Approaching the Task as a Writer				
A. Development				
11-12.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	EE.W.11-12.4	Produce writing that is appropriate to a particular task, purpose, and audience	This essential element is not currently being assessed.
		EE.W.11-12.1	Write arguments to support claims.	This essential element is not currently being assessed.
		EE.W.11-12.2	Write to share information supported by details.	This essential element is not currently being assessed.
		EE.W.11-12.3	Write about events or personal experiences.	This essential element is not currently being assessed.
3. Approaching the Task as a Reader				
A. Revise and Edit				
11-12.W.3.A	Review, revise and edit writing with consideration for the task, purpose, and audience. a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	EE.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	This essential element is not currently being assessed.
		EE.W.11-12.1.a	Write an argument to support a claim that results from studying a topic or reading a text.	This essential element is not currently being assessed.

		EE.W.11-12.2.a	Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.	EMERGENT WRITING: Initial Precursor: <ul style="list-style-type: none">• Can produce the most appropriate response to wh- questions concerning free play, storybooks, snack time, sequence cards, and puppet play• Can produce semantically appropriate responses to comprehension questions intermittently asked throughout the reading of a story. Distal Precursor: <ul style="list-style-type: none">• Can write about a specific topic using facts and details to describe the topic. CONVENTIONAL WRITING: Proximal Precursor: <ul style="list-style-type: none">• Can introduce an informational topic while writing and extend by writing about ideas and information related to the topic. Target: <ul style="list-style-type: none">• Can write an informational piece that includes a clearly introduced topic as well as ideas, concepts, and information. Students may use visual, tactual, or multimedia information to convey information as appropriate. Successor: <ul style="list-style-type: none">• Can write an informative/explanatory text that includes an introduction of the topic under discussion, groups related information together, and includes illustrations if helpful to understand writing.
--	--	-----------------------	---	--

		EE.W.11.-12.3.a	Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.	This essential element is not currently being assessed.
		EE.W.11-12.1.b	Support claims with reasons and evidence drawn from text.	This essential element is not currently being assessed.
		EE.W.11-12.2.b	Develop the topic with relevant facts, details, or quotes.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> • Can use functional words (describe a noun’s function/use) to describe common persons, places, objects, or events. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use words that categorize (actually identify the category a noun belongs to) to describe common persons, places, objects, or events. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> • Student is able to identify a quote that provides relevant information about a topic. <p>Target:</p> <ul style="list-style-type: none"> • Can use at least one quote from one (or more) print sources to strengthen informational writing. <p>Successor:</p> <ul style="list-style-type: none"> • Can provide evidence about a topic using relevant, well-chosen, and sufficient facts, concrete details, definitions, quotations, and examples when writing an informational text.
		EE.W.11-12.3.b	Not applicable.	Not applicable.
		EE.W.11-12.1.e	Not applicable.	Not applicable.

		EE.W.11-12.2.f	Provide a closing or concluding statement.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> As a result of the experience with a routine, the student is able to identify the end or completion of a routine. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Can produce a universal ending in writing (e.g., the student can write “the end.”) <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can write a concluding sentence, statement, or section of a written text to bring together all the information presented in the text. <p>Target:</p> <ul style="list-style-type: none"> Can produce a conclusion for a text he or she is writing. <p>Successor:</p> <ul style="list-style-type: none"> Can create a writing piece that includes a conclusion that is relevant to the main topic of the piece.
		EE.W.11-12.3.e	Provide a closing.	This essential element is not currently being assessed.

	b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.	EE.W.11-12.1.c	Not applicable.	Not applicable.
		EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.	<p>EMERGENT WRITING:</p> <p>Initial Precursor:</p> <ul style="list-style-type: none"> Using their categorical knowledge, can make generalizations about the category to novel instances of that category. <p>Distal Precursor:</p> <ul style="list-style-type: none"> Student is able to select domain-specific words to use for writing about a topic. <p>CONVENTIONAL WRITING:</p> <p>Proximal Precursor:</p> <ul style="list-style-type: none"> Can include domain-specific vocabulary when writing an informative text. <p>Target:</p> <ul style="list-style-type: none"> Can use domain-specific vocabulary to strengthen claims in informative writing (student is both able to write claims at this stage and can appropriately make use of domain specific vocabulary to enhance claims). <p>Successor:</p> <ul style="list-style-type: none"> Can include academic words when writing an informative text on a topic.
		EE.W.11-12.3.d	Use descriptive words to convey a vivid picture of experiences, events, setting, or characters.	This essential element is not currently being assessed.
		EE.W.11-12.2.e	Not applicable.	Not applicable.
		EE.W.11-12.1.d	Not applicable.	Not applicable.

	c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	EE.L.11-12.1	Demonstrate standard English grammar and usage when communicating.	This essential element is not currently being assessed.
EE.L.11-12.2		Demonstrate understanding of conventions of standard English	This essential element is not currently being assessed.	

		EE.L.11-12.2.b	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	EMERGENT WRITING: Initial Precursor: <ul style="list-style-type: none">• Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter. Distal Precursor: <ul style="list-style-type: none">• Can produce a string of letters (student attempts to write words) by combining random letters. CONVENTIONAL WRITING: Proximal Precursor: <ul style="list-style-type: none">• Student accurately selects (from a complete alphabet array on a keyboard or other AT device) or writes the correct initial sound that corresponds with a word. Target: <ul style="list-style-type: none">• Can use letter-sound knowledge to spell words phonetically by including letters that represent sounds from the word.• Can produce conventional spellings for single-syllable words including some words with long vowels in which the vowel sound is broken up in the written word by placing the –e associated with long vowel sound at the end. Successor: <ul style="list-style-type: none">• Can correctly spell words that do not follow common word patterning rules.
--	--	-----------------------	---	---

	<p>d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.</p>	<p>EE.W.11-12.2.c</p>	<p>Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</p>	<p>EMERGENT WRITING: Initial Precursor:</p> <ul style="list-style-type: none"> • Can produce utterances comprising of two words. <p>Distal Precursor:</p> <ul style="list-style-type: none"> • Can use two words together when producing a written text. <p>CONVENTIONAL WRITING: Proximal Precursor:</p> <ul style="list-style-type: none"> • Can write coherent, semantically accurate, and grammatically correct simple sentences. <p>Target:</p> <ul style="list-style-type: none"> • Can write coherent, semantically accurate, and grammatically correct simple sentences. • Can write coherent, semantically accurate, and grammatically correct compound sentences. • Can write complex sentences that contain one independent clause with one or more dependent clauses and are grammatically correct. <p>Successor:</p> <ul style="list-style-type: none"> • Can write compound-complex sentences by combining the elements of compound and complex sentences.
		<p>EE.W.11-12.3.c</p>	<p>Organize the events in the narrative using temporal words to signal order and add cohesion.</p>	<p>This essential element is not currently being assessed.</p>
		<p>EE.W.11-12.3.c</p>	<p>Organize the events in the narrative using temporal words to signal order and add cohesion.</p>	<p>This essential element is not currently being assessed.</p>

	e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	EE.W.11-12.6	Use technology, including the Internet, to produce, publish and update an individual or shared writing	This essential element is not currently being assessed.
--	---	---------------------	--	---

SPEAKING AND LISTENING

1. Collaborating

A. Conversations

11-12.SL.1.A	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	EE.SL.11-12.1.b	Work with peers to set rules and goals for discussions.	This essential element is not currently being assessed.
---------------------	--	------------------------	---	---

B. Questioning

11-12.SL.1.B	Delineate a speaker’s argument and claim evaluating the speaker’s point of view, reasoning stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning an evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	EE.SL.11-12.3	Determine whether the claims and reasoning enhance the speaker’s argument on a topic.	This essential element is not currently being assessed.
		EE.SL.11-12.1.c	Ask and answer questions to verify or clarify own ideas and understandings during a discussion.	This essential element is not currently being assessed.

C. Viewpoints of others				
11-12.SL.1.C	Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	EE.SL.11-12.1.d	Respond to agreements and disagreements in a discussion.	This essential element is not currently being assessed.
		EE.SL.11-12.2	Determine the credibility and accuracy of information presented across diverse media or formats.	This essential element is not currently being assessed.
2. Presenting				
A. Verbal Delivery				
11-12.SL.2.A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	EE.SL.11-12.6	Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	This essential element is not currently being assessed.
		EE.SL.11-12.4	Present an argument on a topic using an organization appropriate to the purpose, audience, and task.	This essential element is not currently being assessed.
B. Nonverbal				
11-12.SL.2.B	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech when avoiding body language or mannerisms that might be distracting to the audience.	Not applicable	Not applicable.	Not applicable.
C. Multimedia				
11-12.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance use of multimedia in presentations to enhance and to add interest conveying a clear and distinct perspective.	EE.SL.11-12.4	Present an argument on a topic using an organization appropriate to the purpose, audience, and task.	This essential element is not currently being assessed.
		EE.SL.11-12.5	Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.	This essential element is not currently being assessed.

