

IDAHO ACHIEVEMENT STANDARDS LANGUAGE ARTS

Items in bold are content standards with limits

Standard 1: Reading Process

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 1.1: Acquire Concepts About Print	K.LA.1.1.1 Hold a book right side up and turn pages in the correct direction.	1. LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).	2. LA.1.1.1 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	3. LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.1.1.2 Track or follow print when listening to a familiar text being read.	1. LA.1.1.2 Locate information using alphabetical order to the first letter.	2. LA.1.1.2 Locate information using alphabetical order to the second letter.	3. LA.1.1.2 Locate information using alphabetical order past the second letter.									
	K.LA.1.1.3 Follow words from left to right and from top to bottom on the printed page.												
	K.LA.1.1.4 Identify the difference between a letter, a word, and a sentence.												
	K.LA.1.1.5 Show the one-to-one correspondence between a spoken word and a printed word.												
	K.LA.1.1.6 Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.												

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 1.2: Acquire Concepts About Text	K.LA.1.2.1 Show that print represents spoken language and conveys meaning (e.g., his/her name, environmental print such as signs, school and classroom labels).	1. LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols).	2.LA.1.2.1 Identify text types and formats of various kinds of text.	3. LA.1.2.1 Identify text types and formats of various kinds of text.	4. LA.1.2.1 Apply knowledge of text types and formats of various kinds of text.	5. LA.1.2.1 Identify the structural features of popular media.	6. LA.1.2.1 Apply the structural features of popular media.	7. LA.1.2.1 Apply knowledge of organizational structures to understand information in text.	8. LA.1.2.1 Analyze the organizational structure of printed material and electronic sources to access information.	9. LA.1.2.1 Analyze the structure and format of various informational documents.	10. LA.1.2.1 Analyze the structure and format of various informational documents.	11. LA.1.2.1 Identify the rhetorical devices of a variety of literature and informational documents.	12. LA.1.2.1 Identify the rhetorical devices of a variety of literature and informational documents.
	K.LA.1.2.2 Name the parts of a book, including front cover, back cover, and title.	1. LA.1.2.2 Locate and identify the title, author, illustrator and table of contents of a book or reading selection.	2. LA.1.2.2 Identify titles, tables of contents, and chapter headings to locate information.	3. LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	4. LA.1.2.2 Use text features (e.g., heading, captions) to comprehend various print formats (e.g., news papers, reference text).	5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs.)	6. LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.	7. LA.1.2.2 Apply specific features of text to understand a selection including preface, and appendix.	8. LA.1.2.2 Analyze specific features of text, including the preface, appendix, to understand a selection.	9. LA.1.2.2 Identify the text characteristics of different genres of literature.	10. LA.1.2.2 Identify the text characteristics of different genres of literature.		
		1. LA.1.2.3 Read simple graphs, charts, and diagrams.	2. LA.1.2.3 Use information from simple graphs, charts and diagrams.	3. LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text.	4. LA.1.2.3 Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations).	5. LA.1.2.3 Use the features of texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.	6. LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	7. LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.	8. LA.1.2.3 Interpret graphic features of text to clarify and extend meaning.				
Goal 1.3: Acquire Phonological Awareness Skills	K.LA.1.3.1 Identify spoken words that rhyme (e.g., run, sun versus run, man).	1. LA.1.3.1 Identify, first, middle, and last sound in a word.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.1.3.2 Orally produces rhyming words in response to spoken words (e.g., What rhymes with hat?).	1. LA.1.3.2 Add, delete, or change initial sounds to make words.											
	K.LA.1.3.3 Orally produces groups of words that begin with the same initial sounds.	1. LA.1.3.3 Blend two to four phonemes into recognizable words.											

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Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 1.3: Acquire Phonological Awareness Skills <i>(continued from previous page)</i>	K.LA.1.3.4 Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).	1. LA.1.3.4 Count the number of syllables in a spoken word.											
	K.LA.1.3.5 Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/... makes dog) and tell what word is made.												
	K.LA.1.3.6 Identify the initial and final sounds (not the letter) of a spoken word.												
	K.LA.1.3.7 Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme).												
	K.LA.1.3.8 Identify the number of syllables in a word.												
Goal 1.4: Acquire Decoding Skills Using Word Parts	K.LA.1.4.1 Match vowel and consonant sounds to appropriate letters.	1. LA.1.4.1 Match vowel and consonant sounds to all letters.	2. LA.1.4.1 Use word patterns and/or word families to decode words in isolation and in context.	3. LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words.	4. LA.1.4.1 Identify common root words, prefixes and suffixes, including Greek and Latin derivatives to decode unknown words.	5. LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words.	6. LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	7. LA.1.4.1 Apply root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	8.LA.1.4.1 Use structural analysis and apply root words, prefixes, and suffixes, including Greek and Latin derivatives, to decode complex words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
		1. LA.1.4.2 Read abbreviations appropriate to grade level.	2. LA.1.4.2 Read abbreviations appropriate to grade level.	3. LA.1.4.2 Read abbreviations appropriate to grade level.	4. LA.1.4.2 Read abbreviations appropriate to grade level.	5. LA.1.4.2 Read abbreviations appropriate to grade level.	6. LA.1.4.2 Read abbreviations appropriate to grade level.	7. LA.1.4.2 Read abbreviations appropriate to grade level.	8. LA.1.4.2 Read abbreviations appropriate to grade level.				

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 1.5: Acquire Decoding Skills Using Syllabication	K.LA.1.5.1 Name upper and lowercase letters.	1. LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.	2. LA.1.5.1 Identify chunks or small words to decode two and three syllable written words.	3. LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables.	4. LA.1.5.1 Use knowledge of syllable types and syllable patterns to decode multisyllabic words.	5. LA.1.5.1 Apply spelling and syllabication rules that aid in decoding and word recognition.	6. LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.	7. LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.	8. LA.1.5.1 Apply spelling and syllabication rules to decode unknown words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.	1. LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	2. LA.1.6.1 Use context clues and pictures to aid in decoding of new words.	3. LA.1.6.1 Use context clues to aid in decoding of new words.	4. LA.1.6.1 Use context clues to aid in decoding of new words.	5. LA.1.6.1 Use context clues to aid in decoding of new words.	6. LA.1.6.1 Use context clues to aid in decoding of new words.	7. LA.1.6.1 Use context clues to aid in decoding of new words.	8. LA.1.6.1 Use context clues to aid in decoding of new words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
Goal 1.7: Acquire Fluency	K.LA.1.7.1 Read at least 25 one-syllable high frequency words.	1. LA.1.7.1 Read at least 150 regular and irregular sight words fluently.	2. LA.1.7.1 Read at least 300 regular and irregular sight words fluently.	3. LA.1.7.1 Fluently read at least 450 regular and irregular sight words.						No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
		1. LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	2. LA.1.7.2 Read aloud Grade 2 text fluently with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).	3. LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks).	4. LA.1.7.1 Read aloud grade-level-appropriate text with fluency and accuracy from at least 140 correct words per minute (Hasbrouck & Tindal).	5. LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	6. LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	7. LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	8. LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).				
Goal 1.8: Vocabulary and Concept Development	K.LA.1.8.1 Classify common words in to basic categories.	1. LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).	2. LA.1.8.1 Identify simple prefixes and suffixes to determine the meaning of unknown words.	3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context.	4. LA.1.8.1 Identify common root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of unknown words.	5. LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine the meaning of complex words (autograph, autobiography, biography, biology).	6. LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin.	7. LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.	8. LA.1.8.1 Apply origins of root words, prefixes and suffixes to determine the meaning of unknown words.	9. LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes and suffixes to analyze the origin and meaning of unknown words.	10. LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	11. LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.	12. LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
	K.LA.1.8.2 Explain word meaning from the context in which the word is used (spoken or written).	1. LA.1.8.2 Identify common antonyms, synonyms, and homonyms.	2. LA.1.8.2 Identify common antonyms, synonyms, homonyms, to determine meaning of words.	3. LA.1.8.2 Identify synonyms, antonyms, homophones, homographs, to determine the meaning of words in context.	4.LA.1.8.2 Use context, synonyms, antonyms, homophones, homographs, to develop an understanding of new words.	5.LA.1.8.2 Use context to identify the words with multiple meanings.	6. LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	7. LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	8. LA.1.8.2 Explain relationships among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.	9. LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	10. LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.	11. LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature.	12. LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 1.8: Vocabulary and Concept Development (continued from previous page)	K.LA.1.8.3 Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.	1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.	2.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 2 content area text.	3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text.	4.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 4 content area text.	5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text.	6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.	7. LA.1.8.3 Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts	8. LA.1.8.3 Define words and concepts necessary for comprehending Grade 8 content area text.				
		1. LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.	2. LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	3. LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	4. LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	5. LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings.	6. LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.	7.LA.1.8.4 Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary and technology sources.	8.LA.1.8.4 Clarify pronunciations, meaning, alternate word choices, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.				

Students are expected to know content and apply skills from previous grades.

Standard 2: Comprehension/Interpretation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	K.LA.2.1.1 Tell the purpose for reading text.	1. LA.2.1.1 Tell the purpose for reading text.	2. LA.2.1.1 Tell the purpose for reading different kinds of text, including paragraphs.	3. LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).	4. LA.2.1.1 State author's main purpose for writing various texts.	5. LA.2.1.1 State author's purpose for writing various texts.	6. LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts.	7. LA.2.1.1 Evaluate the purpose and use of various texts.	8. LA.2.1.1 Determine the relationships among facts, ideas, and events used in various texts to support a central purpose.	9. LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension.	10. LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.	11. LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	12. LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
	K.LA.2.1.3 Connect the information and events in texts to self.	1. LA.2.1.2 Connect the information and events in texts to self and to the world.	2. LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.	3. LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.	4. LA.2.1.2 Identify cause and effect relationships in text by responding to "why," "how," and "what if" questions.	5. LA.2.1.2 Apply cause and effect relationships to gain meaning from text.	6. LA.2.1.2 Apply cause and effect relationships to gain meaning from text.	7. LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.	8. LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.	9.LA.2.1.2 Apply reading strategies to self monitor for comprehension	10.LA.2.1.2 Apply reading strategies to self monitor for comprehension	11.LA.2.1.2 Apply reading strategies to self monitor for comprehension	12.LA.2.1.2 Apply reading strategies to self monitor for comprehension
	K.LA.2.1.4 Use picture clues and context to aid comprehension.	1. LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	2. LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.	3. LA.2.1.3 Draw simple conclusions based on information gathered from text.	4. LA.2.1.3 Draw conclusions based on information gathered from text.	5. LA.2.1.3 Draw valid conclusions based on information gathered from text and cites evidence to support the conclusion.	6. LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	7. LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	8. LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.				
Goal 2.2: Acquire Skills to Comprehend Expository Text	K.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	1. LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.	2. LA.2.2.1 Identify the main idea, problem and solutions in expository text to support comprehension.	3. LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension.	4. LA.2.2.1 Distinguish between facts and opinions in expository text to support comprehension.	5. LA.2.2.1 Interpret details from a variety of expository texts to support comprehension.	6. LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.	7. LA.2.2.1 Analyze expository text structure to extend comprehension.	8. LA.2.2.1 Evaluate expository text structure to extend comprehension.	9. LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	10. LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures.	11. LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).	12. LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).
	K.LA.2.2.2 Respond appropriately to questions based on fact in expository text, heard or read.	1. LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	2. LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read.	3. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	4. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	5. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	6. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	7. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	8. LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts.	9. LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	10. LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	11. LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	12. LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).

Students are expected to know content and apply skills from previous grades.

Standard 2: Comprehension/Interpretation(continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 2.2: Acquire Skills to Comprehend Expository Text <i>(continued from previous page)</i>	K.LA.2.2.3 Identify and sequence information from expository text into correct order using pictures clues.	1. LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.	2. LA.2.2.3 Identify facts and sequence important information from expository text into a logical order to retell facts.	3. LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.	4. LA.2.2.3 Identify main ideas and signal words to summarize information from expository text.	5. LA.2.2.3 Apply central ideas and signal words to summarize information from expository text.	6. LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.	7. LA.2.2.3 Summarize the main idea (literal or inferential) and critical details of expository text.	8. LA.2.2.3 Apply central ideas (literal or inferential) and critical details to summarize information from expository text.	9. LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence.	10. LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument.	11. LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.	12. LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.
	K.LA.2.2.4 Follow two- or three step directions using picture clues.	1. LA.2.2.4 Follow one-step written directions.	2. LA.2.2.4 Follow two-step written directions.	3. LA.2.2.4 Follow simple multi-step written directions.	4. LA.2.2.4 Follow multi-step written directions.	5. LA.2.2.4 Follow multi-step written directions.	6. LA.2.2.4 Follow multi-step written directions.	7. LA.2.2.4 Follow multi-step written directions.	8. LA.2.2.4 Identify the main purpose and anticipate outcomes of procedures specified in informational text.				
Goal 2.3: Acquire Skills for Comprehending Literary Text	K.LA.2.3.1 Explain why a story that is heard or read is real or imaginary.	1. LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction.	2. LA.2.3.1 Identify differences in fiction or nonfiction.	3. LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales).	4. LA.2.3.1 Identify defining characteristics of literature genres, including poetry.	5. LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics.	6. LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form.	7. LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.	8. LA.2.3.1 Read and respond to literature from a variety of genres, including poetry.	9. LA.2.3.1 Read and respond to literature from a variety of genres.	10. LA.2.3.1 Read and respond to literature from a variety of genres.	11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: <ul style="list-style-type: none"> Trace the development of the major periods of American literature. Contrast the major themes, styles, and trends in different periods. Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. 	12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: <ul style="list-style-type: none"> Trace the development of the major periods of British or World literature. Contrast the major themes, styles, and trends in different periods. Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.

Students are expected to know content and apply skills from previous grades.

Standard 2: Comprehension/Interpretation(continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 2.3: Acquire Skills for Comprehending Literary Text <i>(continued from previous page)</i>	K.LA.2.3.2 Orally identify the characters in a story that is read aloud.	1. LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.	2. LA.2.3.2 Orally identify and describe the characters in a story that is read aloud.	3. LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.	4. LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.	5. LA.2.3.2 Analyze how a character's traits influence that character's actions.	6. LA.2.3.2 Distinguish between major characters and minor characters.	7. LA.2.3.2 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	8. LA.2.3.2 Interpret how situations, actions, and other characters influence a character's personality and development.	9. LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	10. LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	11. LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.	12. LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
	K.LA.2.3.3 Orally identify the setting in a story read aloud.	1. LA.2.3.3 Identify the setting in a story heard or read aloud.	2. LA.2.3.3 Identify the setting in a story heard or read aloud.	3. LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, and year).	4. LA.2.3.3 Describe the setting and tell how it supports the story.	5. LA.2.3.3 Describe the setting and tell how it supports the story.	6. LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story.	7. LA.2.3.3 Explain the influence of setting on mood, character and plot of the story.	8. LA.2.3.3 Analyze the importance of the setting to the mood and to the meaning of the story.	9. LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.			
	K.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	1. LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end.	2. LA.2.3.4 Retell basic plots of literary text.	3. LA.2.3.4 Identify plots in literary text.	4. LA.2.3.4 Explain the main problem, conflict, and resolution of a story plot.	5. LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved.	6. LA.2.3.4 Analyze the conflict of a plot and explain its resolution.	7. LA.2.3.4 Analyze plot development, including types of conflict.	8. LA.2.3.4 Evaluate the structural elements of the plot, including flashback and foreshadowing, and how conflicts are addressed and resolved.				
				3. LA.2.3.5 Identify narrator (point of view) of a story.	4. LA.2.3.5 Identify the narrator of a story (point of view).	5. LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person.	6. LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.	7. LA.2.3.5 Recognize points of view (e.g., first person, third person limited and omniscient).	8. LA.2.3.5 Explain the author's point of view and interpret how it influences the story.	9. LA.2.3.4 Explain the author's point of view and interpret how it influences the text.	10. LA.2.3.3 Explain the author's point of view and interpret how it influences the text.		
				3. LA.2.3.6 Identify the lesson of a fable or folktale (theme).	4. LA.2.3.6 Identify the moral of literary selection (e.g., fables, folktales, legends).	5. LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).	6. LA.2.3.6 Identify themes that appear in different literary works.	7. LA.2.3.6 Analyze the themes of various genres.	8. LA.2.3.6 Analyze the themes across various genres.	9. LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.	10. LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work.	11. LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.	12. LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.

Students are expected to know content and apply skills from previous grades.

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 2.3: Acquire Skills for Comprehending Literary Text <i>(continued from previous page)</i>				3. LA.2.3.7 Identify common idioms.	4. LA.2.3.7 Identify common similes and idioms.	5. LA.2.3.7 Analyze metaphors and idioms to increase comprehension.	6. LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.	7. LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.	8. LA.2.3.7 Identify literary devices (e.g., onomatopoeia, hyperbole, imagery) to increase comprehension.	9. LA.2.3.6 Analyze significant literary devices including irony and symbolism.	10. LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the “sound” of language for effect.	11. LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language.	12. LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes.
								7. LA.2.3.8 Orally respond to an author’s style of writing.		9. LA.2.3.7 Compare and contrast authors’ style on the basis of such elements as word choice and sentence complexity.	10. LA.2.3.6 Compare and contrast authors’ styles on the basis of such elements as word choice and sentence syntax.	11. LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.	12. LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

Students are expected to know content and apply skills from previous grades.

Standard 3: Writing Process

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 3.1: Acquire Prewriting Skills	K.LA.3.1.1 Participate in generating ideas using prewriting strategies (e.g., whole class discussion).	1. LA.3.1.1 Participate in generating ideas using prewriting strategies (e.g., sketching).	2. LA.3.1.1 Generate ideas using prewriting strategies (e.g., journaling).	3. LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers).	4. LA.3.1.1 Generate ideas using prewriting strategies (e.g., writer's notebook).	5. LA.3.1.1 Generate ideas using prewriting strategies.	6. LA.3.1.1 Generate ideas using prewriting strategies.	7. LA.3.1.1 Generate ideas using a variety of prewriting strategies.	8. LA.3.1.1 Generate ideas using a variety of strategies.	9. LA.3.1.1 Generate ideas using a variety of strategies.	10. LA.3.1.1 Generate ideas using a variety of strategies.	11. LA.3.1.1 Generate ideas using a variety of strategies.	12. LA.3.1.1 Generate ideas using a variety of strategies.
	K.LA.3.1.2 Draw a picture about a story idea generated through discussion.	1. LA.3.1.2 Participate in identifying the main idea.	2. LA.3.1.2 Identify the main idea.	3. LA.3.1.2 Generate the main idea.	4. LA.3.1.2 Generate the main idea.	5. LA.3.1.2 Generate a main idea appropriate to the type of writing.	6. LA.3.1.2 Generate a main idea appropriate to the type of writing.	7. LA.3.1.2 Generate a main idea or thesis appropriate to the writing.	8. LA.3.1.2 Generate a main idea or thesis appropriate to the writing.	9. LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	10. LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	11. LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.	12. LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
			2. LA.3.1.3 Identify strategies for planning and organizing writing.	3. LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart).	4. LA.3.1.3 Use organizational strategies appropriate for writing.	5. LA.3.1.3 Select organizational strategies appropriate for writing.	6. LA.3.1.3 Select organizational strategies appropriate for writing.	7. LA.3.1.3 Apply appropriate organizational strategies to plan writing.	8. LA.3.1.3 Apply appropriate organizational strategies to plan writing.	9. LA.3.1.3 Apply organizational strategies to plan writing.	10. LA.3.1.3 Apply organizational strategies to plan writing.	11. LA.3.1.3 Apply organizational strategies to plan writing.	12. LA.3.1.3 Apply organizational strategies to plan writing.
			2. LA.3.1.4 Identify an appropriate writing format for audience.	3. LA.3.1.4 Identify an appropriate writing format for purpose and audience.	4. LA.3.1.4 Select an appropriate writing format for purpose and audience.	5. LA.3.1.4 Select an appropriate writing format for purpose and audience.	6. LA.3.1.4 Apply an appropriate writing format for purpose and audience.	7. LA.3.1.4 Match appropriate writing format to purpose and audience.	8. LA.3.1.4 Match appropriate writing format to purpose and audience.	9. LA.3.1.4 Match format to purpose and audience.	10. LA.3.1.4 Match format to purpose and audience.	11. LA.3.1.4 Match format to purpose and audience.	12. LA.3.1.4 Match format to purpose and audience.
				3. LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	4. LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	5. LA.3.1.5 Plan writing to produce a piece of writing within a set time period.	6. LA.3.1.5 Plan writing to produce a piece of writing within a set time.	7. LA.3.1.5 Produce a written product within a set time.	8. LA.3.1.5 Produce a written product within a set time.	9. LA.3.1.5 Produce a piece of writing within a set period of time.	10. LA.3.1.5 Produce a piece of writing within a set period of time.	11. LA.3.1.5 Produce a piece of writing within a set period of time.	12. LA.3.1.5 Produce a piece of writing within a set period of time.
Goal 3.2: Acquire Skills for Writing a Draft	K.LA.3.2.1 Use ideas generated in prewriting to write a class draft.	1. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.	2. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	3. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	4. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	5. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea.	6. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	7. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	8. LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting information.	9. LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	10. LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	11. LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.	12. LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
						5. LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.	6. LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.	7. LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.	8. LA.3.2.2 Write a draft with ideas sequenced in a logical, cohesive order.	9. LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	10. LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	11. LA.3.2.2 Sequence ideas in a cohesive, meaningful order.	12. LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Students are expected to know content and apply skills from previous grades.

Standard 3: Writing Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 3.3: Acquire Skills for Revising a Draft	No objectives at this grade level.	1. LA.3.3.1 Revise writing by adding, substituting, or retelling text.	2. LA.3.3.1 Revise writing by adding, substituting, or retelling text.	3. LA.3.3.1 Revise draft for meaning.	4. LA.3.3.1 Revise draft for meaning and clarity.	5. LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.	6. LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.	7. LA.3.3.1 Revise draft for meaning, clarity and effective organization.	8. LA.3.3.1 Revise draft for meaning, clarity and effective organization.	9. LA.3.3.1 Revise draft for meaning, clarity and effective organization.	10. LA.3.3.1 Revise draft for meaning, clarity and effective organization.	11. LA.3.3.1 Revise draft for meaning, clarity and effective organization.	12. LA.3.3.1 Revise draft for meaning, clarity and effective organization.
			2. LA.3.3.2 Identify and add details to enhance audience understanding.	3. LA.3.3.2 Revise draft by adding details to enhance audience understanding.	4. LA.3.3.2 Revise draft by adding details to enhance audience understanding.	5. LA.3.3.2 Revise draft by adding details to enhance audience understanding.	6. LA.3.3.2 Add details to more effectively accomplish the purpose of writing.	7. LA.3.3.2 Add details and delete irrelevant or redundant information.	8. LA.3.3.2 Add details and delete irrelevant or redundant information.	9. LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	10. LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	11. LA.3.3.2 Add relevant details and delete irrelevant or redundant information.	12. LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
					4. LA.3.3.3 Identify and add transition words to clarify sequence.	5. LA.3.3.3 Apply and add transition words to clarify sequence.	6. LA.3.3.3 Apply and add transition words to clarify sequence.	7. LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.	8. LA.3.3.3 Arrange transition words and phrases in draft to clarify meaning and improve organization.	9. LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	10. LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	11. LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.	12. LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
				3. LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning.	4. LA.3.3.4 Rearrange words and sentences as needed to clarify meaning.	5. LA.3.3.4 Rearrange words, sentences, and paragraphs as needed, to clarify meaning.	6. LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style.	7. LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.	8. LA.3.3.4 Apply a variety of sentence structures to improve sentence fluency and enhance writing style.	9. LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	10. LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	11. LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.	12. LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
				3. LA.3.3.4 Use literary models to refine writing style.	4. LA.3.3.5 Use literary models to refine writing style.	5. LA.3.3.5 Use literary models to refine writing style.	6. LA.3.3.5 Apply literary models to refine writing style.	7. LA.3.3.5 Apply literary models to refine writing style.	8. LA.3.3.5 Apply literary models to refine writing style.	9. LA.3.3.5 Use literary models to refine writing style.	10. LA.3.3.5 Use literary models to refine writing style.	11. LA.3.3.5 Use literary models to refine writing style.	12. LA.3.3.5 Use literary models to refine writing style.
			2. LA.3.3.3 Use strategies to guide the revision process, (e.g., peer conference, teacher conference, rubrics).	3. LA.3.3.5 Use strategies to guide the revision process.	4. LA.3.3.6 Use strategies to guide the revision process.	5. LA.3.3.6 Apply strategies to guide the revision process.	6. LA.3.3.6 Apply strategies to guide the revision process.	7. LA.3.3.6 Conference with others to improve writing.	8. LA.3.3.6 Conference with others to improve writing.	9. LA.3.3.6 Conference with others to improve writing.	10. LA.3.3.6 Conference with others to improve writing.	11. LA.3.3.6 Conference with others to improve writing.	12. LA.3.3.6 Conference with others to improve writing.

Students are expected to know content and apply skills from previous grades.

Standard 3: Writing Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 3.4: Acquire Skills for Editing a Draft	No objectives at this grade level.	1. LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation.	2. LA.3.4.1 Edit the draft for errors in simple spelling, capitalization, and punctuation.	3. LA.3.4.1 Edit the draft using a simple editing checklist.	4. LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	5. LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	6. LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	7. LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	8. LA.3.4.1 Edit the draft using an editing checklist with common editing marks.	9. LA.3.4.1 Use editing marks to indicate errors in conventions.	10. LA.3.4.1 Use editing marks to indicate errors in conventions.	11. LA.3.4.1 Use editing marks to indicate errors in conventions.	12. LA.3.4.1 Use editing marks to indicate errors in conventions.
										9. LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	10. LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	11. LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.	12. LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
Goal 3.5: Acquire Skills to Publish Writing	K.LA.3.5.1 Publish and illustrate draft with assistance.	1.LA.3.5.1 Publish and illustrate draft with assistance.	2.LA.3.5.1 Publish and illustrate draft.	3. LA.3.5.1 Publish and illustrate draft.	4. LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	5. LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	6. LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	7. LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	8. LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.	9. LA.3.5.1 Publish improved draft.	10. LA.3.5.1 Publish improved draft.	11. LA.3.5.1 Publish improved draft.	12. LA.3.5.1 Publish improved draft.
	K.LA.3.5.2 Share writing with intended audience.	1.LA.3.5.2 Share writing with intended audience.	2.LA.3.5.2 Share writing with intended audience.	3. LA.3.5.2 Share writing with intended audience.	4. LA.3.5.2 Share writing with intended audience.	5. LA.3.5.2 Share writing with intended audience.	6. LA.3.5.2 Share writing with intended audience.	7.LA.3.5.2 Share writing with intended audience.	8. LA.3.5.4 Share writing with intended audience.	9. LA.3.5.2 Share writing with intended audience.	10. LA.3.5.2 Share writing with intended audience.	11. LA.3.5.2 Share writing with intended audience.	12. LA.3.5.2 Share writing with intended audience.
								7. LA.3.5.2 Use graphics, if applicable, to further convey meaning.	8. LA.3.5.2 Use text features and graphics, if applicable, to further convey meaning.				
								7. LA.3.5.3 Use appropriate technology to create a final draft.	8. LA.3.5.3 Use appropriate technology to create a final draft.	9. LA.3.5.3 Use appropriate technology to produce a final draft.	10. LA.3.5.3 Use appropriate technology to produce a final draft.	11. LA.3.5.3 Use appropriate technology to produce a final draft.	12. LA.3.5.3 Use appropriate technology to produce a final draft.

Students are expected to know content and apply skills from previous grades.

Standard 4: Writing Applications

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 4.1: Acquire Expressive (Narrative/ Creative) Writing Skills	K.LA.4.1.1 Participate in creating narratives by dictating, drawing, or writing.	1. LA.4.1.1 Write narratives based on personal experience.	2. LA.4.1.1 Write narratives based on personal experience that contain a main idea.	3. LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, end.	4. LA.4.1.1 Write narratives with a logical sequence of events that include a beginning, middle, and end.	5. LA.4.1.1 Write short narratives that include a plot, setting, and characters.	6. LA.4.1.1 Write narratives that develop a standard plot line.	7. LA.4.1.1 Write narratives about personal events or situations.	8. LA.4.1.1 Write narratives about specific events or situations using precisely chosen details.	9. LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events.	10. LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.	11. LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.	12. LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or general- izations about life.
	K.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	1. LA.4.1.2 Participate in creating simple rhymes, poems, or songs.	2. LA.4.1.2 Write simple rhymes, poems, or songs.	3. LA.4.1.2 Write rhymes, poems, or songs that include sensory details.	4. LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices.	5. LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices.	6. LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language.	7. LA.4.1.2 Create original works that include descriptive strategies and figurative language.	8. LA.4.1.2 Create original works that include descriptive strategies and figurative language.	9. LA.4.1.2 Write original creative works including prose and poetry.	10. LA.4.1.2 Write original creative works including prose and poetry.	11. LA.4.1.2 Write original creative works including prose and poetry.	12. LA.4.1.2 Write original creative works including prose and poetry.
Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills	K.LA.4.2.1 Participate in creating written communications (e.g., message, graphs) by dictating, drawing, or writing.	1. LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).	2. LA.4.2.1 Participate in writing a friendly letter.	3. LA.4.2.1 Write a friendly letter and correctly address the envelope.	4. LA.4.2.1 Write a formal letter and correctly address the envelope. Write simple directions.	5. LA.4.2.1 Write simple technical text.	6. LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	7. LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	8. LA.4.2.1 Write technical text that identifies a sequence of activities or processes.	9. LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	10. LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	11. LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	12. LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
		1. LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.	2. LA.4.2.2 Write brief explanations or observations of real objects, persons, places, events, or processes.	3. LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details.	4. LA.4.2.2 Write a report with a main idea that includes facts and details about the topic.	5. LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic.	6. LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.	7. LA.4.2.2 Write a research report that supports a main idea with details compiled through a formal research process.	8. LA.4.2.2 Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs.	9. LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.	10. LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.	11. LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.	12. LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
										9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes.	10.LA.4.2.3 Write résumés, cover letters, and job applications.	11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.	12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.

Students are expected to know content and apply skills from previous grades.

Standard 4: Writing Applications (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 4.3: Acquire Persuasive Writing Skills	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4. LA.4.3.1 Write a persuasive letter that states and supports a position.	5. LA.4.3.1 Write a persuasive letter or composition that states and supports a position.	6. LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals.	7. LA.4.3.1 Write persuasive compositions that state a position and support with evidence and emotional appeals.	8. LA.4.3.1 Write persuasive compositions that state a position and support it with evidence and emotional appeals.	9. LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion.	10. LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).	11. LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments.	12. LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.
Goal 4.4: Acquire Skills for Literary Response	K.LA.4.4.1 Respond orally to identify a connection between the text and self.	1. LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.	2. LA.4.4.1 Write or draw a response that identifies a text to self, text to world, and/or text to text connection.	3. LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	4. LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	5. LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	6. LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.	7. LA.4.4.1 Write a response to literature that identifies a text to self, text to world and/or text to text connection.	8. LA.4.4.1 Write responses to literature that demonstrate an awareness of an author's style.	9. LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works.	10. LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.	11. LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.	12. LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
	K.LA.4.4.2 Respond orally to a text read aloud.	1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.	2.LA.4.4.2 Write or draw a response to a literature selection that identifies the characters, setting, and main idea.	3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.	4.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot.	5.LA.4.4.2 Write responses to literature that include comments about the plot.	6.LA.4.4.2 Write responses to literature that identify the author's purpose.	7.LA.4.4.2 Write a summary of a literary selection.	8.LA.4.4.2 Write responses to literature that analyze an author's style.	9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style.	10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

Students are expected to know content and apply skills from previous grades.

Standard 5: Writing Components

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 5.1: Acquire Handwriting Skills	K.LA.5.1.1 Write upper and lowercase letters of the alphabet.	1. LA.5.1.1 Print legibly.	2. LA.5.1.1 Print with functional speed and maintain legibility.	3. LA.5.1.1 Write legibly in cursive.	4. LA.5.1.1 Write fluently and legibly in cursive.	5. LA.5.1.1 Write fluently and legibly in print or cursive.	6. LA.5.1.1 Write fluently and legibly in print or cursive.	7. LA.5.1.1 Write fluently and legibly in print or cursive.	8. LA.5.1.1 Write fluently and legibly in print or cursive.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
Goal 5.2: Acquire Spelling Skills	K.LA.5.2.1 Spell correctly first name.	1. LA.5.2.1 Spell correctly Grade 1 high-frequency words.	2. LA.5.2.1 Spell correctly Grade 2 high-frequency words.	3. LA.5.2.1 Spell correctly Grade 3 high-frequency words.	4. LA.5.2.1 Spell correctly Grade 4 high-frequency words and common content area (e.g. science, social studies) words.	5. LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words.	6. LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words.	7. LA.5.2.1 Spell correctly Grade 7 high-frequency words and content area words.	8. LA.5.2.1 Spell correctly Grade 8 high-frequency words and content area words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.5.2.2 Use invented spelling to spell independently.	1. LA.5.2.2 Use invented spelling to spell independently.	2. LA.5.2.2 Spell correctly Grade 2 phonetically regular words with common spelling patterns.	3. LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns.	4. LA.5.2.2 Spell correctly Grade 4 phonetically regular words with common spelling patterns.	5. LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives.	6. LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.	7. LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.	8. LA.5.2.2 Spell correctly complex multisyllabic words that include those with Greek and Latin derivatives.				
			2. LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	3. LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	4. LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	5. LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately.	6. LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.	7. LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.	8. LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.				
Goal 5.3: Acquire Skills for Sentence Structure	K.LA.5.3.1 Write left to right, top to bottom, with appropriate spaces between words.	1. LA.5.3.1 Write a complete sentence with words spaced appropriately.	2. LA.5.3.1 Identify the difference between an incomplete and a complete sentence.	3. LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative).	4. LA.5.3.1 Use simple and complex sentences.	5. LA.5.3.1 Identify complex sentences with subject and verb agreement.	6. LA.5.3.1 Identify complex sentences with subject and verb agreement.	7. LA.5.3.1 Use four types of sentences correctly (exclamatory, declarative, interrogative and imperative).	8. LA.5.3.1 Write correct and varied sentence structure (e.g., simple, compound, complex, and compound-complex).	9. LA.5.3.1 Apply correct and varied sentence types in writing.	10. LA.5.3.1 Apply correct and varied sentence types in writing.	11. LA.5.3.1 Apply correct and varied sentence types in writing.	12. LA.5.3.1 Apply correct and varied sentence types in writing.

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Goal 5.3: Acquire Skills for Sentence Structure <i>(continued from previous page)</i>		1.LA.5.3.2 Identify nouns and verbs.	2.LA.5.3.2 Use correct subject verb agreement in simple sentences.	3.LA.5.3.2 Use past and present verb tenses, including irregular verbs.	4.LA.5.3.2 Identify: • future verb tenses • adjectives • personal pronouns • conjunctions	5.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	6.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	7.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs	8.LA.5.3.2 Use correctly: • verb tenses • adjectives • personal pronouns • conjunctions • adverbs	9. LA.5.3.2 Edit for agreement, word usage, and fluency.	10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	11. LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.	12. LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.
Goal 5.4: Acquire Skills for Using Conventions	K.LA.5.4.1 Use capital letter in first name.	1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.	2. LA.5.4.1 Use capital letters for proper nouns.	3. LA.5.4.1 Capitalize proper nouns, titles, and holidays.	4. LA.5.4.1 Correctly punctuate and capitalize titles, books, geographical names.	5. LA.5.4.1 Apply capitalization correctly in writing.	6. LA.5.4.1 Apply capitalization correctly in writing.	7. LA.5.4.1 Apply capitalization correctly in writing.	8. LA.5.4.1 Apply capitalization correctly in writing.	9. LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	10. LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/ antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	11. LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.	12. LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
		1. LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.	2. LA.5.4.2 Use ending punctuation, including question marks and exclamation points.	3.LA.5.4.2 Use commas in: • series • dates • addresses • letters	4. LA.5.4.2 Identify comma use in a direct address (“John, come here.”) and in compound sentences.	5. LA.5.4.2 Identify a colon to introduce a list and in a greeting. Identify quotation marks to punctuate dialogue.	6. LA.5.4.2 Use quotation marks and commas to punctuate dialogue.	7. LA.5.4.2 Use commas, including in appositives. Use parentheses and semicolon in writing.	8. L.A.5.4.2 Use commas, including in appositives; use parentheses and semicolon.	9. LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	10. LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	11. LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.	12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

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