

# First Author™ *Writing* Curriculum

**Dynamic Learning Maps  
Essential Elements**

DON  JOHNSTON

# KINDERGARTEN

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes   |   |
|----------|---|---|
| EE.W.K.1 | With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.          | ● |
| EE.W.K.2 | With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic. | ● |
| EE.W.K.3 | With guidance and support, select an event and use drawing, dictating, or writing and share information about it.               | ● |
| Standard | Production and Distribution of Writing  |   |
| EE.W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.               | ● |
| Standard | Research to Build and Present Knowledge   |   |
| EE.W.K.7 | With guidance and support, participate in shared research and writing objects.  | ● |
| EE.W.K.8 | With guidance and support from adults, identify information, objects, or events that relate to personal experiences.            | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration  |   |
|-----------|--|---|
| EE.SL.K.1 | <b>Participate in conversations with others.</b>   | ● |
|           | a. Communicate directly with supportive adults or peers.   | ● |
|           | b. Participate in multiple-turn communication exchanges with support from adults.  | ● |
| 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. | ● |
| EE.SL.K.3 | Ask for help when needed.  | ● |
| Standard  | Presentation of Knowledge and Ideas  |   |
| 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.  | ● |
| EE.SL.K.6 | With guidance and support, communicate thoughts, feelings, and ideas.  | ● |

● Aligned to standard

⊙ Partially meets standard and/or can be addressed via additional teacher input

# KINDERGARTEN

## English Language Arts Standards: Language

| Standard | Conventions of Standard English   |   |
|----------|---|---|
| EE.L.K.1 | <b>Demonstrate emerging understanding of letter and word use.</b>   | ● |
|          | a. With guidance and support, distinguish between letters and other symbols or shapes.                                    | ● |
|          | b. With guidance and support, use frequently occurring nouns in communication.  | ● |
|          | c. With guidance and support, use frequently occurring plural nouns.  | ● |
|          | d. With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.            | ● |
|          | e. With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.                         | ⊙ |
|          | f. With guidance and support, link two or more words together in communication.   | ● |
| Standard | Vocabulary Acquisition and Use  |   |
| EE.L.K.4 | <b>Demonstrate emerging knowledge of word meanings.</b>   | ● |
|          | a. With guidance and support, demonstrate understanding of words used in every day routines.                              | ● |
| EE.L.K.5 | <b>Demonstrate emerging understanding of word relationships.</b>  | ● |
|          | a. With guidance and support, sort common objects into familiar categories.   | ⊙ |
|          | b. With guidance and support, demonstrate understanding of frequently occurring opposites.                                | ⊙ |
|          | c. With guidance and support, use words to communicate in real-life situations.   | ● |
|          | d. With guidance and support, demonstrate an understanding of common verbs.   | ● |
| EE.L.K.6 | With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. | ● |

# GRADE 1

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes   |   |
|----------|---|---|
| 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.                               | ● |
| Standard | Production and Distribution of Writing  |   |
| EE.W.1.5 | With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it. | ● |
| EE.W.1.6 | With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.   | ● |

# GRADE 1

## English Language Arts Standards: Writing

| Standard | Research to Build and Present Knowledge  |   |
|----------|--|---|
| EE.W.1.7 | With guidance and support, participate in shared research and writing projects.  | ● |
| EE.W.1.8 | With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration  |   |
|-----------|--|---|
| EE.SL.1.1 | <b>Participate in conversations with adults.</b>   | ● |
|           | a. Engage in multiple-turn exchanges with supportive adults.   | ● |
|           | b. Build on comments or topics initiated by an adult.  | ● |
|           | c. Uses 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.”).  | ● |
| Standard  | Presentation of Knowledge and Ideas  |   |
| EE.SL.1.4 | Identify familiar people, places, things, and events.  | ● |
| EE.SL.1.5 | Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. | ● |
| EE.SL.1.6 | With guidance and support, provide more information to clarify ideas, thoughts, and feelings.                          | ● |

## English Language Arts Standards: Language

| Standard | Conventions of Standard English  |   |
|----------|--|---|
| EE.L.1.1 | <b>Demonstrate emerging understanding of letter and word use.</b>                            | ● |
|          | a. Write letters from own name.  | ⊙ |
|          | b. Use frequently occurring nouns in communication.  | ● |
|          | c. Use frequently occurring plural nouns in communication.                                   | ● |
|          | d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you).         | ● |
|          | e. Use familiar present tense verbs.   | ● |
|          | f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). | ● |
|          | i. With guidance and support, use common prepositions(e.g., on, off, in, out)                | ⊙ |
|          | j. With guidance and support, use simple question words (interrogatives) (e.g., who, what).  | ● |

# GRADE 1

## English Language Arts Standards: Language

| Standard | Conventions of Standard English  |   |
|----------|--|---|
| EE.L.1.2 | <b>Demonstrate emerging understanding of conventions of standard English.</b>  | ● |
|          | b. With guidance and support during shared writing, put a period at the end of a sentence.   | ● |
|          | d. With guidance and support, use letters to create words.   | ● |
|          | e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.              | ● |
| Standard | Vocabulary Acquisition and Use   |   |
| EE.L.1.4 | <b>Demonstrate emerging knowledge of word meanings.</b>  | ● |
|          | a. Demonstrate understanding of words used in every day routines.  | ● |
| EE.L.1.5 | <b>Demonstrate emerging understanding of word relationships.</b>   | ● |
|          | a. With guidance and support, sort common objects into familiar categories.  | ● |
|          | b. With guidance and support, identify attributes of familiar words.   | ● |
|          | c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. | ● |
| EE.L.1.6 | With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.          | ● |

# GRADE 2

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes  |   |
|----------|--|---|
| 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.                           | ● |
| Standard | Production and Distribution of Writing   |   |
| 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. | ● |
| EE.W.2.6 | With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.     | ● |

# GRADE 2

## English Language Arts Standards: Writing

| Standard | Research to Build and Present Knowledge   |   |
|----------|---|---|
| EE.W.2.7 | Participate in shared research and writing projects.  | ● |
| EE.W.2.8 | Identify information related to personal experiences and answer simple questions about those experiences. | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration   |   |
|-----------|---|---|
| EE.SL.2.1 | <b>Participate in conversations with adults and peers.</b>  | ● |
|           | a. Engage in multiple-turn exchanges with peers with support from an adult.                                       | ● |
|           | b. Build on others' talk in conversations by linking their comments to the remarks of others.                     | ● |
|           | c. Ask for clarification and further explanation as needed about the topics and texts under discussion.           | ● |
| 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.   | ● |

| Standard  | Presentation of Knowledge and Ideas   |   |
|-----------|---|---|
| EE.SL.2.4 | Identify a photograph or object that reflects a personal experience and tell one detail about it. | ● |
| EE.SL.2.5 | Select visual, audio, or tactual representations to depict a personal experience.                 | ● |
| EE.SL.2.6 | Combine words when communicating to provide clarification.  | ● |

## English Language Arts Standards: Language

| Standard | Conventions of Standard English  |   |
|----------|--|---|
| EE.L.2.1 | <b>Demonstrate emerging understanding of letter and word use.</b>                                  | ● |
|          | a. Produce all upper case letters.   | ◎ |
|          | b. Use common nouns (e.g., mom, dad, boy, girl) in communication.                                  | ● |
|          | c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). | ● |
|          | d. Use frequently occurring verbs.   | ● |
|          | e. Use frequently occurring adjectives.  | ● |
|          | f. Combine two or more words together in communication.  | ● |
| EE.L.2.2 | <b>Demonstrate emerging understanding of conventions of standard English.</b>                      | ● |
|          | a. With guidance and support, capitalize the first letter of familiar names.                       | ● |
|          | d. Identify printed rhyming words with the same spelling pattern.                                  | ◎ |
|          | e. Consult print in the environment to support reading and spelling.                               | ● |

## GRADE 2

### English Language Arts Standards: Language

| Standard | Knowledge of Language  |   |
|----------|--|---|
| EE.L.2.3 | <b>Use language to achieve desired outcomes when communicating.</b>                            | ● |
|          | a. Use symbolic language when communicating.   | ● |
| Standard | Vocabulary Acquisition and Use   |   |
| EE.L.2.4 | <b>Demonstrate knowledge of word meanings.</b>   | ● |
|          | a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.               | ● |
|          | d. Identify the words comprising compound words.   | ◎ |
| EE.L.2.5 | <b>Demonstrate understanding of word relationships and use.</b>                                | ● |
|          | a. Identify real-life connections between words and their use (e.g., happy: “I am happy.”).    | ● |
|          | b. Demonstrate understanding of the meaning of common verbs.                                   | ● |
| EE.L.2.6 | Use words acquired through conversations, being read to, and during shared reading activities. | ● |

## GRADE 3

\*Writing can include standard writing instruments, computers, or alternate writing tools.

### English Language Arts Standards: Writing

| Standard | Text Types and Purposes  |   |
|----------|--|---|
| EE.W.3.1 | <b>Write opinions about topics or text.</b>  | ● |
|          | a. Select a text and write an opinion about it.  | ● |
|          | b. Write one reason to support an opinion about a text.  | ● |
| EE.W.3.2 | <b>Write to share information supported by details.</b>  | ● |
|          | a. Select a topic and write about it including one fact or detail.                                   | ● |
| EE.W.3.3 | <b>Write about events or personal experiences.</b>   | ● |
|          | a. Select an event or personal experience and write about it including the names of people involved. | ● |

# GRADE 3

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard  | Production and Distribution of Writing  |   |
|-----------|---|---|
| EE.W.3.4  | With guidance and support, produce writing that expresses more than one idea.   | ● |
| EE.W.3.5  | With guidance and support from adults and peers, revise own writing.  | ● |
| EE.W.3.6  | With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. | ● |
| Standard  | Research to Build and Present Knowledge   |   |
| EE.W.3.7  | Identify information about a topic for a research project.  | ● |
| EE.W.3.8  | Sort information on a topic or personal experience into two provided categories and write about each one.                 | ● |
| Standard  | Range of Writing  |   |
| EE.W.3.10 | Write routinely for a variety of tasks, purposes, and audiences.  | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration   |   |
|-----------|---|---|
| EE.SL.3.1 | <b>Engage in collaborative discussions.</b>   | ● |
|           | a. Engage in collaborative interactions about texts.  | ● |
|           | b. Listen to others' ideas before responding.   | ● |
|           | c. Indicate confusion or lack of understanding about information presented.                             | ● |
|           | d. Express ideas clearly.   | ● |
| EE.SL.3.2 | Identify details in a text read aloud or information presented orally or through other media.           | ● |
| EE.SL.3.3 | Ask or answer questions about the details provided by the speaker.                                      | ● |
| Standard  | Presentation of Knowledge and Ideas   |   |
| EE.SL.3.4 | Recount a personal experience, story, or topic including details.                                       | ● |
| EE.SL.3.5 | Create a multimedia presentation of a story or poem.  | ● |
| EE.SL.3.6 | Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts. | ● |



# GRADE 3

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard | Conventions of Standard English  |   |
|----------|--|---|
| EE.L.3.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>  | ● |
|          | a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.                                  | ● |
|          | b. Use regular plural nouns in communication.  | ● |
|          | d. Use present and past tense verbs.   | ● |
|          | g. Use common adjectives.  | ● |
|          | i. Ask simple questions.   | ● |
| EE.L.3.2 | <b>Demonstrate understanding of conventions of standard English.</b>   | ● |
|          | a. Capitalize the first letter of familiar names.  | ● |
|          | b. During shared writing, indicate the need to add a period at the end of a sentence.  | ● |
|          | e. Use resources as needed to spell common high-frequency words accurately.  | ● |
|          | f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.            | ⊙ |
|          | g. Consult print in the environment to support reading and spelling.   | ● |
| Standard | Knowledge of Language  |   |
| EE.L.3.3 | <b>Use language to achieve desired outcomes when communicating.</b>  | ● |
|          | a. Use language to make simple requests, comment, or share information.  | ● |
| EE.L.3.4 | <b>Demonstrate knowledge of word meanings.</b>   | ● |
|          | a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.             | ⊙ |
|          | b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.    | ⊙ |
| EE.L.3.5 | <b>Demonstrate understanding of word relationships and use.</b>  | ● |
|          | a. Determine the literal meaning of words and phrases in context.  | ⊙ |
|          | b. Identify real-life connections between words and their use (e.g., happy: "I am happy.").  | ● |
|          | c. Identify words that describe personal emotional states.   | ● |
| EE.L.3.6 | Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). | ● |

# GRADE 4

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard  | Text Types and Purposes  |   |
|-----------|--|---|
| EE.W.4.1  | <b>Write opinions about topics or text.</b>  | ● |
|           | a. Select a topic or text and write an opinion about it.   | ● |
|           | b. List reasons to support the opinion.  | ● |
| EE.W.4.2  | <b>Write to share information supported by details.</b>  | ● |
|           | a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.  | ● |
|           | b. List words, facts, or details related to the topic.   | ● |
| EE.W.4.3  | <b>Write about events or personal experiences.</b>   | ● |
|           | a. Write about a personal experience including two events in sequence.   | ● |
|           | b. List words that describe an event or personal experience to use when writing about it.  | ● |
| Standard  | Production and Distribution of Writing   |   |
| EE.W.4.4  | Produce writing that expresses more than one idea.   | ● |
| EE.W.4.5  | With guidance and support from adults and peers, plan before writing and revise own writing.   | ● |
| EE.W.4.6  | With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.             | ● |
| Standard  | Research to Build and Present Knowledge  |   |
| EE.W.4.7  | Gather information about a topic from two or more sources for a research project.  | ⊙ |
| EE.W.4.8  | Recall and sort information from personal experiences or a topic into given categories.  | ⊙ |
| EE.W.4.9  | <b>Recall information from literary and informational text to support writing.</b>   | ● |
|           | a. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., “Use details from text to describe a character in a story.”).                    | ● |
|           | b. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”). | ● |
| Standard  | Range of Writing   |   |
| EE.W.4.10 | Write routinely for a variety of tasks, purposes, and audiences.   | ● |

# GRADE 4

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration   |   |
|-----------|---|---|
| EE.SL.4.1 | <b>Engage in collaborative discussions.</b>   | ● |
|           | a. Contribute ideas from prior knowledge of a text during discussions about the same text.                            | ⊙ |
|           | b. With guidance and support, carry out assigned role in a discussion.  | ● |
|           | c. Answer specific questions related to information in a discussion.  | ● |
|           | d. Identify the key ideas in a discussion.  | ● |
| EE.SL.4.2 | Ask and answer questions about details from a text read aloud or information presented orally or through other media. | ● |
| EE.SL.4.3 | Identify a point that the speaker makes.  | ● |
| Standard  | Presentation of Knowledge and Ideas   |   |
| EE.SL.4.4 | Retell a story or personal experience or recount a topic with supporting details.                                     | ● |
| EE.SL.4.5 | Add audio recordings or visuals to a presentation about a personally relevant topic.                                  | ● |
| EE.SL.4.6 | Differentiate between communication partners and contexts that call for formal and informal communication.            | ● |

## English Language Arts Standards: Language

| Standard | Conventions of Standard English   |   |
|----------|---|---|
| EE.L.4.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>   | ● |
|          | a. Use possessive pronouns.   | ● |
|          | b. Combine common nouns with verbs, nouns, or pronouns in communication.  | ● |
|          | d. Use comparative and superlative adjectives to describe people or objects.                                      | ⊙ |
|          | e. Use common prepositions (e.g., to, from, in, out, on, off, by, with).  | ⊙ |
|          | f. Combine three or more words in communication.  | ● |
| EE.L.4.2 | <b>Demonstrate understanding of conventions of standard English.</b>  | ● |
|          | a. Capitalize the first word in a sentence.   | ● |
|          | d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. | ● |

# GRADE 4

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Speaking and Listening

| Standard | Knowledge of Language   |   |
|----------|---|---|
| EE.L.4.3 | <b>Use language to achieve desired outcomes when communicating.</b>   | ● |
|          | a. Use language to express emotion.   | ● |
|          | c. Communicate effectively with peers and adults.   | ● |
| Standard | Vocabulary Acquisition and Use  |   |
| EE.L.4.4 | <b>Demonstrate knowledge of word meanings.</b>  | ● |
|          | a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.                                   | ● |
|          | b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). | ⊙ |
| EE.L.4.5 | <b>Demonstrate understanding of word relationships and use.</b>   | ● |
|          | b. Use common idioms (e.g., no way, not a chance, you bet).   | ⊙ |
|          | c. Demonstrate understanding of opposites.  | ⊙ |
| EE.L.4.6 | Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.            | ● |

# GRADE 5

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes  |   |
|----------|--|---|
| EE.W.5.1 | <b>Write opinions about topics or text.</b>  | ● |
|          | a. Introduce a topic or text and state an opinion about it.  | ● |
|          | b. Provide reasons to support the opinion.   | ● |
| EE.W.5.2 | <b>Write to share information supported by details.</b>  | ● |
|          | a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. | ● |
|          | b. Provide facts, details, or other information related to the topic.  | ● |
| EE.W.5.3 | <b>Write about events or personal experiences.</b>   | ● |
|          | a. Write about an experience or event including three or more events in sequence.  | ⊙ |

# GRADE 5

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard  | Production and Distribution of Writing  |   |
|-----------|---|---|
| EE.W.5.4  | Produce writing that is appropriate for an explicitly stated task or purpose.   | ● |
| EE.W.5.5  | With guidance and support from adults and peers, plan before writing and revise own writing.  | ● |
| EE.W.5.6  | With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.                                    | ● |
| Standard  | Research to Build and Present Knowledge   |   |
| EE.W.5.7  | Conduct short research projects using two or more sources.  | ⊙ |
| EE.W.5.8  | Gather and sort relevant information on a topic from print or digital sources into given categories.  | ⊙ |
| EE.W.5.9  | <b>Use information from literary and informational text to support writing.</b>   | ● |
|           | a. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).   | ⊙ |
|           | b. Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”). | ● |
| Standard  | Range of Writing  |   |
| EE.W.5.10 | Write routinely for a variety of tasks, purposes, and audiences.  | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration   |   |
|-----------|---|---|
| EE.SL.5.1 | <b>Engage in collaborative discussions.</b>   | ● |
|           | a. Come to discussion prepared to share information.  | ● |
|           | b. Carry out assigned role in a discussion.   | ● |
|           | c. Ask questions related to information in a discussion.                                    | ● |
|           | d. Make comments that contribute to the discussion and link to the remarks of others.       | ● |
| EE.SL.5.2 | Identify the explicitly stated main idea of a text presented orally or through other media. | ⊙ |
| EE.SL.5.3 | Identify the reasons and evidence supporting a specific point.                              | ● |
| Standard  | Presentation of Knowledge and Ideas   |   |
| EE.SL.5.4 | Report on a familiar topic or text or present an opinion including related facts.           | ● |
| EE.SL.5.5 | Select or create audio recordings and visual/tactile displays to enhance a presentation.    | ● |
| EE.SL.5.6 | Differentiate between contexts that require formal and informal communication.              | ● |

# GRADE 5

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard | Conventions of Standard English   |   |
|----------|---|---|
| EE.L.5.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>   | ● |
|          | b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).                                      | ⊙ |
|          | e. Use frequently occurring conjunctions: and, but, or, for, because.   | ● |
| EE.L.5.2 | <b>Demonstrate understanding of conventions of standard English.</b>  | ● |
|          | e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.                                  | ● |
| Standard | Knowledge of Language   |   |
| EE.L.5.3 | <b>Use language to achieve desired meaning when communicating.</b>  | ● |
|          | a. Communicate using complete sentences when asked.   | ● |
| Standard | Knowledge of Language   |   |
| EE.L.5.4 | <b>Demonstrate knowledge of word meanings.</b>  | ● |
|          | a. Use sentence level context to determine which word is missing from a content area text.  |   |
|          | b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). | ⊙ |
| EE.L.5.5 | <b>Demonstrate understanding of word relationship and use.</b>  | ● |
|          | a. Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).   | ⊙ |
|          | c. Demonstrate understanding of words that have similar meanings.   | ⊙ |
| EE.L.5.6 | Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.            | ● |

# GRADE 6

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard  | Text Types and Purposes  |   |
|-----------|--|---|
| EE.W.6.1  | <b>Write claims about topics or text.</b>  | ● |
|           | a. Write a claim about a topic or text.  | ● |
|           | b. Write one or more reasons to support a claim about a topic or text.   | ● |
| EE.W.6.2  | <b>Write to share information supported by details.</b>  | ● |
|           | a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.   | ● |
|           | b. Provide facts, details, or other information related to the topic.  | ● |
| EE.W.6.3  | <b>Write about events or personal experiences.</b>   | ● |
|           | a. Write a narrative about a real or imagined experience introducing the experience and including two or more events   | ● |
|           | c. Use words that establish the time frame.  | ● |
|           | d. Use words that convey specific details about the experience or event.   | ● |
| Standard  | Production and Distribution of Writing   |   |
| EE.W.6.4  | Produce writing that is appropriate for the task, purpose, or audience.  | ● |
| EE.W.6.5  | With guidance and support from adults and peers, plan before writing and revise own writing.   | ● |
| EE.W.6.6  | Use technology, including the Internet, to produce writing while interacting and collaborating with others.  | ● |
| Standard  | Research to Build and Present Knowledge  |   |
| EE.W.6.7  | Conduct short research projects to answer a question.  | ⊙ |
| EE.W.6.8  | Gather information from multiple print and digital sources that relates to a given topic.  | ⊙ |
| EE.W.6.9  | <b>Use information from literary and informational text to support writing.</b>  | ● |
|           | a. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).         |   |
|           | b. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”). | ⊙ |
| Standard  | Range of Writing   |   |
| EE.W.6.10 | Write routinely for a variety of tasks, purposes, and audiences.   | ● |

# GRADE 6

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration   |   |
|-----------|---|---|
| EE.SL.6.1 | <b>Engage in collaborative discussions.</b>   | ● |
|           | a. Come to discussion prepared to share information.  | ● |
|           | b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.                          | ● |
|           | c. Ask and answer questions specific to the topic, text, or issue under discussion.   | ● |
|           | d. Restate key ideas expressed in the discussion.   | ● |
| 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. | ⊙ |
| EE.SL.6.3 | Identify the reasons and evidence supporting the claims made by the speaker.  | ● |
| Standard  | Presentation of Knowledge and Ideas   |   |
| EE.SL.6.4 | Present findings on a topic including descriptions, facts, or details.  | ● |
| EE.SL.6.5 | Select an auditory, visual, or tactual display to clarify the information in presentations.   | ● |
| EE.SL.6.6 | Use formal and informal language as appropriate to the communication partner.   | ● |

## English Language Arts Standards: Language

| Standard | Conventions of Standard English   |   |
|----------|---|---|
| EE.L.6.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>                                 | ● |
|          | a. Use personal pronouns (e.g., he, she, they) correctly.   | ⊙ |
|          | b. Use indefinite pronouns.   | ⊙ |
| EE.L.6.2 | <b>Demonstrate understanding of conventions of standard English.</b>                                      | ● |
|          | a. Use question marks at the end of written questions.  | ● |
|          | b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. | ● |
| Standard | Knowledge of Language   |   |
| EE.L.6.3 | <b>Use language to achieve desired outcomes when communicating.</b>                                       | ● |
|          | a. Vary use of language when the listener or reader does not understand the initial attempt.              | ● |



# GRADE 6

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard | Vocabulary Acquisition and Use  |   |
|----------|---|---|
| EE.L.6.4 | <b>Demonstrate knowledge of word meanings.</b>  | ● |
|          | a. Use context to determine which word is missing from a content area text.   |   |
|          | b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). | ◎ |
|          | c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.                       | ◎ |
| EE.L.6.5 | <b>Demonstrate understanding of word relationships and use.</b>   | ● |
|          | a. Identify the meaning of simple similes (e.g., The man was as big as a tree.).  | ◎ |
|          | b. Demonstrate understanding of words by identifying other words with similar and different meanings.                                 | ◎ |
| EE.L.6.6 | Use general academic and domain-specific words and phrases across contexts.   | ◎ |

# GRADE 7

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes  |   |
|----------|--|---|
| EE.W.7.1 | <b>Write claims about topics or text.</b>  | ● |
|          | a. Introduce a topic or text and write one claim about it.   | ● |
|          | b. Write one or more reasons to support a claim about a topic or text.   | ● |
|          | c. Use temporal words (first, next, also) to create cohesion.  | ● |
| EE.W.7.2 | <b>Write to share information supported by details.</b>  | ● |
|          | a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. | ● |
|          | b. Provide facts, details, or other information related to the topic.  | ● |
|          | d. Select domain-specific vocabulary to use in writing about the topic.  | ● |
| EE.W.7.3 | <b>Write about events or personal experiences.</b>   | ● |
|          | a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.         | ● |
|          | c. Use temporal words (e.g., first, then, next) to signal order.   | ● |
|          | d. Use words that describe feelings of people or characters in the narrative.  | ◎ |

# GRADE 7

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard  | Production and Distribution of Writing  |   |
|-----------|---|---|
| EE.W.7.4  | Produce writing that is appropriate for the task, purpose, or audience.   | ● |
| EE.W.7.5  | With guidance and support from adults and peers, plan before writing and revise own writing.  | ● |
| EE.W.7.6  | Use technology, including the Internet, to produce writing to interact and collaborate with others.   | ● |
| Standard  | Research to Build and Present Knowledge   |   |
| EE.W.7.7  | Conduct research to answer a question based on multiple sources of information.   | ⊙ |
| EE.W.7.8  | Identify quotes providing relevant information about a topic from multiple print or digital sources.  |   |
| EE.W.7.9  | <b>Use information from literary and informational text to support writing.</b>   | ● |
|           | a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).    | ● |
|           | b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”). | ⊙ |
| Standard  | Range of Writing  |   |
| EE.W.7.10 | Write routinely for a variety of tasks, purposes, and audiences.  | ● |

## English Language Arts Standards: Speaking and Listening

| Standard  | Comprehension and Collaboration  |   |
|-----------|--|---|
| EE.SL.7.1 | <b>Engage in collaborative discussions.</b>  | ● |
|           | a. Come to discussion prepared to share information.   | ● |
|           | b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.                                       | ● |
|           | c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.   | ● |
|           | d. Acknowledge new information expressed by others in a discussion.  | ● |
| EE.SL.7.2 | Identify details related to the main idea of a text presented orally or through other media.   | ⊙ |
| EE.SL.7.3 | Determine whether the claims made by a speaker are fact or opinion.  | ● |
| Standard  | Presentation of Knowledge and Ideas  |   |
| EE.SL.7.4 | Present findings on a topic including relevant descriptions, facts, or details.  | ● |
| EE.SL.7.5 | Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.  | ● |
| 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. | ● |

# GRADE 7

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard | Conventions of Standard English   |   |
|----------|---|---|
| EE.L.7.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>   | ● |
|          | b. Produce complete simple sentences when writing or communicating.   | ● |
| EE.L.7.2 | <b>Demonstrate understanding of conventions of standard English.</b>  | ● |
|          | a. Use end punctuation when writing a sentence or question.   | ● |
|          | b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.                      | ● |
| Standard | Knowledge of Language   |   |
| EE.L.7.3 | <b>Use language to achieve desired outcomes when communicating.</b>   | ● |
|          | a. Use precise language as required to achieve desired meaning.   | ● |
| Standard | Vocabulary Acquisition and Use  |   |
| EE.L.7.4 | <b>Demonstrate knowledge of word meanings.</b>  | ● |
|          | a. Use context to determine which word is missing from a text.  | ⊙ |
|          | b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). | ⊙ |
|          | c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.                       | ⊙ |
| EE.L.7.5 | <b>Demonstrate understanding of word relationships and use.</b>   | ● |
|          | a. Identify the literal and non-literal meanings of words in context.   | ⊙ |
|          | b. Demonstrate understanding of synonyms and antonyms.  | ⊙ |
| EE.L.7.6 | Use general academic and domain-specific words and phrases across contexts.   | ⊙ |

# GRADE 8

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard | Text Types and Purposes  |   |
|----------|--|---|
| EE.W.8.1 | <b>Write claims about topics or text.</b>  | ● |
|          | a. Introduce the claim and provide reasons or pieces of evidence to support it.  | ● |
|          | b. Write reasons to support a claim about a topic or text.   | ● |
| EE.W.8.2 | <b>Write to share information supported by details.</b>  | ● |
|          | a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.                                   | ● |
|          | b. Write one or more facts or details related to the topic.  | ● |
|          | c. Write complete thoughts as appropriate.   | ● |
|          | d. Use domain specific vocabulary related to the topic.  | ● |
|          | f. Provide a closing.  | ● |
| EE.W.8.3 | <b>Write about events or personal experiences.</b>   | ● |
|          | a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.   | ● |
|          | c. Use temporal words (e.g., first, then, next) to signal order.   | ● |
|          | d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.  | ⊙ |
| Standard | Production and Distribution of Writing   |   |
| EE.W.8.4 | Produce writing that is appropriate for the task, purpose, or audience.  | ● |
| EE.W.8.5 | With guidance and support from adults and peers, plan before writing and revise own writing.   | ● |
| EE.W.8.6 | Use technology, including the Internet, to produce writing to interact and collaborate with others.  | ● |
| Standard | Research to Build and Present Knowledge  |   |
| EE.W.8.7 | Conduct short research projects to answer and pose questions based on one source of information.   | ⊙ |
| EE.W.8.8 | Select quotes providing relevant information about a topic from multiple print or digital sources.   | ⊙ |
| EE.W.8.9 | <b>Use information from literary and informational text to support writing.</b>  | ● |
|          | a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”). |   |
|          | b. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).                | ⊙ |

# GRADE 8

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard         | Range of Writing   |   |
|------------------|--|---|
| <b>EE.W.8.10</b> | Write routinely for a variety of tasks, purposes, and audiences. | ● |

## English Language Arts Standards: Speaking and Listening

| Standard         | Comprehension and Collaboration  |   |
|------------------|--|---|
| <b>EE.SL.8.1</b> | <b>Engage in collaborative discussions.</b>  | ● |
|                  | a. Come to discussions prepared to share information previously studied.   | ● |
|                  | b. Follow simple rules and carry out assigned roles during discussions.  | ● |
|                  | c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. | ● |
|                  | d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.                             | ● |
| <b>EE.SL.8.2</b> | Determine the purpose of information presented in graphic, oral, visual, or multi-modal formats.                           | ◎ |
| <b>EE.SL.8.3</b> | Determine the argument made by a speaker on a topic.   | ◎ |

| Standard         | Presentation of Knowledge and Ideas   |   |
|------------------|---|---|
| <b>EE.SL.8.4</b> | Present descriptions, facts, or details supporting specific points made on a topic. | ● |
| <b>EE.SL.8.5</b> | Include multimedia and visual information into presentations.                       | ● |
| <b>EE.SL.8.6</b> | Adapt communication to a variety of contexts and tasks.                             | ◎ |

## English Language Arts Standards: Language

| Standard        | Conventions of Standard English  |   |
|-----------------|--|---|
| <b>EE.L.8.1</b> | <b>Demonstrate standard English grammar and usage when communicating.</b>  | ● |
|                 | b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).                                    | ◎ |
|                 | c. Use appropriate verbs to match nouns.   | ◎ |
| <b>EE.L.8.2</b> | <b>Demonstrate understanding of conventions of standard English.</b>   | ● |
|                 | a. Use end punctuation and capitalization when writing a sentence or question.                                   | ● |
|                 | b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. | ● |

# GRADE 8

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard        | Knowledge of Language   |   |
|-----------------|---|---|
| <b>EE.L.8.3</b> | <b>Use language to achieve desired outcomes when communicating.</b>   | ● |
|                 | a. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.                                  | ◎ |
| Standard        | Vocabulary Acquisition and Use  |   |
| <b>EE.L.8.4</b> | <b>Demonstrate knowledge of word meanings.</b>  | ● |
|                 | a. Use context to determine which word is missing from a content area text.   |   |
|                 | b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).       | ◎ |
|                 | c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.                             | ◎ |
| <b>EE.L.8.5</b> | <b>Demonstrate understanding of word relationships and use.</b>   | ● |
|                 | a. Demonstrate understanding of the use of multiple meaning words.  | ◎ |
|                 | b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). | ◎ |
|                 | c. Use descriptive words to add meaning when writing and communicating.   | ● |
| <b>EE.L.8.6</b> | Use general academic and domain-specific words and phrases across contexts.   | ◎ |

# GRADES 9-10

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard    | Text Types and Purposes   |   |
|-------------|---|---|
| EE.W.9-10.1 | <b>Write claims about topics or text.</b>   | ● |
|             | a. Introduce a topic or text and write one claim and one counterclaim about it.   | ● |
| EE.W.9-10.2 | <b>Write to share information supported by details.</b>   | ● |
|             | a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.                    | ● |
|             | b. Develop the topic with facts or details.   | ● |
|             | c. Use complete, simple sentences as appropriate.   | ● |
|             | d. Use domain specific vocabulary when writing claims related to a topic of study or text.  | ● |
|             | f. Provide a closing or concluding statement.   | ● |
| EE.W.9-10.3 | <b>Write about events or personal experiences.</b>  | ● |
|             | a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.                            | ● |
|             | c. Organize the events in the narrative using temporal words to signal order as appropriate.  | ● |
|             | d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.  | ⊙ |
|             | e. Provide a closing.   | ● |
| Standard    | Production and Distribution of Writing  |   |
| EE.W.9-10.4 | Produce writing that is appropriate for the task, purpose, and audience.  | ● |
| EE.W.9-10.5 | Develop writing by planning and revising own writing.   | ● |
| EE.W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  | ● |
| Standard    | Research to Build and Present Knowledge   |   |
| EE.W.9-10.7 | Conduct research projects to answer questions posed by self and others using multiple sources of information.   | ⊙ |
| EE.W.9-10.8 | Write answers to research questions by selecting relevant information from multiple resources.  | ⊙ |
| EE.W.9-10.9 | <b>Use information from literary and informational text to support writing.</b>   | ● |
|             | a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”). | ⊙ |
|             | b. Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).             | ● |

# GRADES 9-10

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard     | Range of Writing   |   |
|--------------|--|---|
| EE.W.9-10.10 | Write routinely over time for a range of tasks, purposes, and audiences. | ● |

## English Language Arts Standards: Speaking and Listening

| Standard     | Comprehension and Collaboration   |   |
|--------------|---|---|
| EE.SL.9-10.1 | <b>Engage in collaborative discussions.</b>                                     | ● |
|              | a. Prepare for discussions by collecting information on the topic.              | ● |
|              | b. Work with adults and peers to set rules for discussions.                     | ● |
|              | c. Relate the topic of discussion to broader themes or ideas.                   | ● |
|              | d. Indicate agreement or disagreement with others during discussions.           | ⊙ |
| EE.SL.9-10.2 | Determine the credibility of information presented in diverse media or formats. | ⊙ |
| EE.SL.9-10.3 | Determine the speaker's point of view on a topic.                               | ⊙ |

| Standard     | Presentation of Knowledge and Ideas  |   |
|--------------|--|---|
| EE.SL.9-10.4 | Present an argument on a topic with logically organized claims, reasons, and evidence.   | ● |
| EE.SL.9-10.5 | Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. | ● |
| EE.SL.9-10.6 | Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.                   | ⊙ |

## English Language Arts Standards: Language

| Standard    | Conventions of Standard English   |   |
|-------------|---|---|
| EE.L.9-10.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>   | ● |
|             | b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. | ⊙ |
| EE.L.9-10.2 | <b>Demonstrate understanding of conventions of standard English.</b>  | ⊙ |
|             | a. Use a comma and conjunction to combine two simple sentences.   | ⊙ |
|             | c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.                                    | ⊙ |
| Standard    | Knowledge of Language   |   |
| EE.L.9-10.3 | <b>Use language to achieve desired outcomes when communicating.</b>   | ● |
|             | a. Vary syntax when writing and communicating.  | ⊙ |



## GRADES 9-10

\*Writing can include standard writing instruments, computers, or alternate writing tools.

### English Language Arts Standards: Language

| Standard           | Vocabulary Acquisition and Use   |   |
|--------------------|--|---|
| <b>EE.L.9-10.4</b> | <b>Demonstrate knowledge of word meanings.</b>   | ● |
|                    | a. Use context to determine the meaning of unknown words.  | ⊙ |
|                    | b. Identify and use root words and the words that result when affixes are added or removed.  | ⊙ |
|                    | c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. | ⊙ |
| <b>EE.L.9-10.5</b> | <b>Demonstrate understanding of word relationships and use.</b>  | ● |
|                    | a. Interpret common figures of speech.   | ⊙ |
|                    | b. Determine the intended meaning of multiple meaning words.   | ⊙ |
| <b>EE.L.9-10.6</b> | Use general academic and domain-specific words and phrases across contexts.  | ⊙ |

## GRADES 11-12

\*Writing can include standard writing instruments, computers, or alternate writing tools.

### English Language Arts Standards: Writing

| Standard            | Text Types and Purposes  |   |
|---------------------|--|---|
| <b>EE.W.11-12.1</b> | <b>Write claims about topics or text.</b>  | ● |
|                     | a. Write an argument to support a claim that results from studying a topic or reading a text.  | ⊙ |
|                     | b. Support claims with reasons and evidence drawn from text.   | ● |
| <b>EE.W.11-12.2</b> | <b>Write to share information supported by details.</b>  | ● |
|                     | 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. | ● |
|                     | b. Develop the topic with relevant facts, details, or quotes.  | ● |
|                     | c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.   | ⊙ |
|                     | d. Use domain specific vocabulary when writing claims related to a topic of study or text.   | ● |
|                     | f. Provide a closing or concluding statement.  | ● |

# GRADES 11-12

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Writing

| Standard      | Text Types and Purposes  |   |
|---------------|--|---|
| EE.W.11-12.3  | <b>Write about events or personal experiences.</b>   | ● |
|               | a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.   | ⊙ |
|               | c. Organize the events in the narrative using temporal words to signal order and add cohesion.   | ⊙ |
|               | d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.   | ⊙ |
|               | e. Provide a closing.  | ● |
| Standard      | Production and Distribution of Writing   |   |
| EE.W.11-12.4  | Produce writing that is appropriate to a particular task, purpose, and audience.   | ● |
| EE.W.11-12.5  | Develop and strengthen writing as needed by planning, revising, editing, and rewriting.  | ⊙ |
| EE.W.11-12.6  | Use technology, including the Internet, to produce, publish and update an individual or shared writing project.  | ⊙ |
| Standard      | Research to Build and Present Knowledge  |   |
| EE.W.11-12.7  | Conduct research projects to answer questions posed by self and others using multiple sources of information.  | ⊙ |
| EE.W.11-12.8  | Write answers to research questions by selecting relevant information from multiple resources.   | ⊙ |
| EE.W.11-12.9  | <b>Cite evidence from literary or informational texts.</b>   | ⊙ |
|               | a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). |   |
|               | b. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).  |   |
| Standard      | Range of Writing   |   |
| EE.W.11-12.10 | Write routinely over time for a range of tasks, purposes, and audiences.   | ● |

## English Language Arts Standards: Speaking and Listening

| Standard      | Comprehension and Collaboration  |   |
|---------------|--|---|
| EE.SL.11-12.1 | <b>Engage in collaborative discussions.</b>  | ● |
|               | a. Prepare for discussions by collecting information on the topic.                                 | ⊙ |
|               | b. Work with peers to set rules and goals for discussions.   | ⊙ |
|               | c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. | ● |
|               | d. Respond to agreements and disagreements in a discussion.  | ⊙ |

# GRADES 11-12

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Speaking and Listening

| Standard      | Comprehension and Collaboration   |   |
|---------------|---|---|
| EE.SL.11-12.2 | Determine the credibility and accuracy of information presented across diverse media or formats.  |   |
| EE.SL.11-12.3 | Determine whether the claims and reasoning enhance the speaker's argument on a topic.   | ⊙ |
| Standard      | Presentation of Knowledge and Ideas   |   |
| EE.SL.11-12.4 | Present an argument on a topic using an organization appropriate to the purpose, audience, and task   | ⊙ |
| 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. |   |
| EE.SL.11-12.6 | Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.  | ⊙ |

## English Language Arts Standards: Language

| Standard     | Conventions of Standard English  |   |
|--------------|--|---|
| EE.L.11-12.1 | <b>Demonstrate standard English grammar and usage when communicating.</b>  | ● |
|              | a. Use conventions of standard English when needed.  | ● |
|              | b. Use digital, electronic, and other resources and tools to improve uses of language as needed.   | ⊙ |
| EE.L.11-12.2 | <b>Demonstrate understanding of conventions of standard English.</b>   | ● |
|              | a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.                        | ● |
|              | b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.                                     | ⊙ |
| Standard     | Knowledge of Language  |   |
| EE.L.11-12.3 | <b>Use language to achieve desired outcomes when communicating.</b>  | ● |
|              | a. Vary sentence structure using a variety of simple and compound sentence structures.   | ⊙ |
| Standard     | Vocabulary Acquisition and Use   |   |
| EE.L.11-12.4 | <b>Demonstrate knowledge of word meanings.</b>   | ● |
|              | a. Use context to determine the meaning of unknown words.  | ⊙ |
|              | b. Identify and use root words and the words that result when affixes are added or removed.  | ⊙ |
|              | c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. | ⊙ |

# GRADES 11-12

\*Writing can include standard writing instruments, computers, or alternate writing tools.

## English Language Arts Standards: Language

| Standard     | Vocabulary Acquisition and Use  |   |
|--------------|---|---|
| EE.L.11-12.5 | <b>Demonstrate understanding of word relationships and use.</b>               | ⊙ |
|              | a. Interpret simple figures of speech encountered while reading or listening. | ⊙ |
| EE.L.11-12.6 | Use general academic and domain-specific words and phrases across contexts.   | ⊙ |