



First AuthorTM

Curriculum

FLORIDA ENGLISH/LANGUAGE ARTS ACCESS POINTS



DON•JOHNSTON
Human Learning Tools

KINDERGARTEN

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 1: Print Concepts	
LAFS.K.RF.1.AP.1a	During shared reading activities, indicate need to turn the page for continued reading.	●
LAFS.K.RF.1.AP.1b	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken “orally read” word to a written word.	●
LAFS.K.RF.1.AP.1c	Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.	●
LAFS.K.RF.1.AP.1d	Recognize that words are separated by spaces in print.	●
LAFS.K.RF.1.AP.1e	During shared reading activities, text point: from top to bottom of page, from left to right or to match a spoken “orally read” word to the written word.	●
LAFS.K.RF.1.AP.1f	Identify familiar written words when spoken (e.g., show me the word “Tony”).	●
LAFS.K.RF.1.AP.1g	Identify or name uppercase letters of the alphabet.	⊙
LAFS.K.RF.1.AP.1h	Identify or name lowercase letters of the alphabet.	⊙
Standard	Cluster 2: Phonological Awareness	
LAFS.K.RF.2.AP.2a	Identify familiar written words when spoken.	●
LAFS.K.RF.2.AP.2b	Recognize rhyming words.	⊙
LAFS.K.RF.2.AP.2c	Produce rhyming words.	⊙
LAFS.K.RF.2.AP.2d	Count syllables in spoken words.	⊙
LAFS.K.RF.2.AP.2e	Blend and segment syllables in spoken words.	●
LAFS.K.RF.2.AP.2f	Blend and segment onsets and rimes of single-syllable spoken words.	●
LAFS.K.RF.2.AP.2g	Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).	●
LAFS.K.RF.2.AP.2h	Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).	●
LAFS.K.RF.2.AP.2i	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	⊙
Standard	Cluster 3: Phonics and Word Recognition	
LAFS.K.RF.3.AP.3a	Recognize the sound(s) for each letter.	⊙
LAFS.K.RF.3.AP.3b	Produce the sound(s) for each letter.	⊙
LAFS.K.RF.3.AP.3c	Identify words with long and short vowel sounds for the five major vowel sounds.	⊙
LAFS.K.RF.3.AP.3d	Identify the sound that differs between two similarly spelled words (e.g., sit, hit).	⊙
LAFS.K.RF.3.AP.3e	Read common kindergarten high-frequency words by sight.	⊙

● Aligned to standard

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

KINDERGARTEN

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 4: Fluency	
LAFS.K.RF.4.AP.4a	Participate in reading emergent-reader texts.	●
LAFS.K.RF.4.AP.4b	Read emergent-reader texts with purpose.	●
LAFS.K.RF.4.AP.4c	Indicate something learned or enjoyed in reading emergent-reader texts.	●

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.K.W.1.AP.1a	Draw, dictate or write an idea about a topic or text.	●
LAFS.K.W.1.AP.1b	State an opinion or preference about the topic.	●
LAFS.K.W.1.AP.1c	Write, draw or dictate an opinion statement about a topic or book of interest.	●
LAFS.K.W.1.AP.2a	With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.	●
LAFS.K.W.1.AP.2b	Use a combination of drawing, dictating and writing in response to a topic, text or stimulus (e.g., event, photo).	●
LAFS.K.W.1.AP.2c	Organize information on a topic that includes two pieces of relevant content.	●
LAFS.K.W.1.AP.3a	Use a combination of drawing, dictating and writing when generating story ideas in response to a topic, text or stimulus (e.g., event, photo, text, daily writing log).	●
LAFS.K.W.1.AP.3b	Write, dictate or draw about an event.	●
LAFS.K.W.1.AP.3c	Describe a single event or a series of events using drawings or simple sentences. EE.SL.K.1 Participate in conversations with others.	●
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.K.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	●
LAFS.K.W.2.AP.5b	With guidance and support, use feedback to (e.g., elaborate on story elements) to strengthen narrative writing.	●
LAFS.K.W.2.AP.5c	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●
LAFS.K.W.2.AP.6a	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	●

KINDERGARTEN

Strand—Writing Standards

Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.K.W.3.AP.7a	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●
LAFS.K.W.3.AP.8a	Identify various sources that can be used to gather information (e.g., library books, magazines, Internet) or to answer questions (e.g., how do we find out?).	●
LAFS.K.W.3.AP.8b	Use provided illustrations or visual displays to gain information on a topic.	●
LAFS.K.W.3.AP.8c	With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.	●
LAFS.K.W.3.AP.8d	With guidance and support from adults, recall information from experiences to answer a question.	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.K.L.1.AP.1a	Print many upper- and lowercase letters.	⊙
LAFS.K.L.1.AP.1b	Use high-frequency nouns in dictating or writing.	●
LAFS.K.L.1.AP.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	●
LAFS.K.L.1.AP.1d	Use complete sentences in a shared language activity.	●
LAFS.K.L.1.AP.1e	Use appropriate question words when asking a question (e.g., who, what, where, when, why, how).	●
LAFS.K.L.1.AP.2a	Capitalize the first word in a sentence and the pronoun “I.”	●
LAFS.K.L.1.AP.2b	Write a letter or letters for consonant and short-vowel sounds (phonemes).	●
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.K.L.3.AP.4a	Identify an affix or inflectional ending for a frequently occurring word.	⊙
LAFS.K.L.3.AP.4b	Identify the meaning of common inflections and affixes.	⊙
LAFS.K.L.3.AP.4c	Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.	⊙
LAFS.K.L.3.AP.4d	Identify new meanings for familiar words.	⊙
LAFS.K.L.3.AP.5a	With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	●
LAFS.K.L.3.AP.5b	With guidance and support, match the opposites for frequently used verbs and adjectives.	⊙
LAFS.K.L.3.AP.5c	With guidance and support, use newly acquired words in real-life context.	●
LAFS.K.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●
LAFS.K.L.3.AP.6b	With guidance and support, use newly acquired words in real-life context.	●

GRADE 1

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 1: Print Concepts	
LAFS.1.RF.1.AP.1a	Recognize the distinguishing features of a sentence (e.g., ending punctuation).	●
LAFS.1.RF.1.AP.1b	Recognize the distinguishing features of a sentence (e.g., first word, capitalization).	●
Standard	Cluster 2: Phonological Awareness	
LAFS.1.RF.2.AP.2a	Identify long or short vowel sounds in spoken single-syllable words.	⊙
LAFS.1.RF.2.AP.2b	Produce single-syllable words by blending the individual sounds (phonemes) together, including consonant blends.	●
LAFS.1.RF.2.AP.2c	Isolate and/or produce initial sound in consonant-vowel-consonant (CVC) words.	●
LAFS.1.RF.2.AP.2d	Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.	●
LAFS.1.RF.2.AP.2e	Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.	●
LAFS.1.RF.2.AP.2f	Orally produce the complete sequence of individual sounds (phonemes) in single-syllable words.	●
Standard	Cluster 3: Phonics and Word Recognition	
LAFS.1.RF.3.AP.3a	Identify common consonant digraphs using their sound correspondence e.g., write/state/select “ch” when sounded out).	⊙
LAFS.1.RF.3.AP.3b	Decode regularly spelled consonant-vowel-consonant (CVC), CV and VC words.	●
LAFS.1.RF.3.AP.3c	Recognize silent e as the reason the vowel sound is a long vowel sound in a word.	⊙
LAFS.1.RF.3.AP.3d	Determine the number of syllables in a printed word based on knowledge that every syllable must have a vowel sound.	⊙
LAFS.1.RF.3.AP.3e	Recognize and pronounce two-syllable words by using knowledge of how to break words into syllables.	⊙
LAFS.1.RF.3.AP.3f	Read or identify frequently occurring words with inflectional endings.	⊙
LAFS.1.RF.3.AP.3g	Recognize and pronounce grade-appropriate irregularly spelled words.	⊙
Standard	Cluster 4: Fluency	
LAFS.1.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
LAFS.1.RF.4.AP.4b	Read grade-level text with accuracy and appropriate rate on successive attempts.	⊙
LAFS.1.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.	●

GRADE 1

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.1.W.1.AP.1a	Use descriptions and details of familiar people, places, things and events to support an opinion.	●
LAFS.1.W.1.AP.1b	Write, draw or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.	●
LAFS.1.W.1.AP.1c	Organize an opinion piece starting with a topical or opinion statement followed by reasons.	●
LAFS.1.W.1.AP.1d	Write an opinion piece that includes a sense of closure.	●
LAFS.1.W.1.AP.2a	Write simple statements that name a topic and supply some facts about the topic.	●
LAFS.1.W.1.AP.2b	Provide a concluding statement or section to a permanent product.	●
LAFS.1.W.1.AP.3a	Describe orally or in writing a single event or a series of events that includes details about what happened.	●
LAFS.1.W.1.AP.3b	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	●
LAFS.1.W.1.AP.3c	Write a narrative that includes a sense of closure.	●
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.1.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen writing.	●
LAFS.1.W.2.AP.5b	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	●
LAFS.1.W.2.AP.5c	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●
LAFS.1.W.2.AP.5d	With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.	●
LAFS.1.W.2.AP.5e	With guidance and support from adults, work with a peer to evaluate a permanent product.	●
LAFS.1.W.2.AP.6a	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.	◎
LAFS.1.W.2.AP.6b	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	●
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.1.W.3.AP.7a	Participate in shared research to gather information about a topic (e.g., drawings, visual displays, labels).	●
LAFS.1.W.3.AP.7b	Participate in a shared writing project to produce a product to represent the group's research.	●
LAFS.1.W.3.AP.7c	Generate ideas and/or opinions when participating in shared writing projects.	●
LAFS.1.W.3.AP.8a	With guidance and support from adults, recall information from experiences to answer a question.	●
LAFS.1.W.3.AP.8b	Utilize various sources (e.g., word wall, book talks, visuals/images, Internet) that are provided to gather information in order to answer questions (how do we find out?).	●
LAFS.1.W.3.AP.8c	Use illustrations and details in a text to obtain facts and compose information on a topic.	●

GRADE 1

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.1.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	●
LAFS.1.SL.1.AP.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	●
LAFS.1.SL.1.AP.1c	Ask questions to clear up any confusion about the topics or texts under discussion.	●
LAFS.1.SL.1.AP.2a	Engage in small or large group discussion of texts or topics presented orally or through other media.	●
LAFS.1.SL.1.AP.2b	Answer questions about key details in a story (e.g., who, what, when, where, why) or information presented orally or through other media.	●
LAFS.1.SL.1.AP.2c	Ask questions about key details in a story or information presented orally or through other media.	●
LAFS.1.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	●
LAFS.1.SL.1.AP.3b	Answer questions about what a speaker says.	●
Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.1.SL.2.AP.4a	Retell a text, including key details.	⊙
LAFS.1.SL.2.AP.4b	Describe factual information about people, places, things and events with relevant details orally or in writing.	●
LAFS.1.SL.2.AP.4c	Present, orally or in writing, factual information of familiar people, places, things and events describing subtopics of larger topics.	●
LAFS.1.SL.2.AP.4d	Describe ideas about familiar people, places, things and events with details orally or in writing.	●
LAFS.1.SL.2.AP.4e	Describe people, places, things and events with relevant details.	●
LAFS.1.SL.2.AP.4f	Describe a single event or a series of events that includes details about what happened orally or in writing.	●
LAFS.1.SL.2.AP.4g	Describe familiar people, places, things and events with details orally or in writing.	●
LAFS.1.SL.2.AP.5a	Use drawings or visual displays to add detail to written products or oral discussions.	●
LAFS.1.SL.2.AP.6a	Engage in small or large group discussions by sharing one's own writing.	●
LAFS.1.SL.2.AP.6b	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to the task and situation.	●

GRADE 1

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.1.L.1.AP.1a	Use frequently occurring nouns in speaking or writing.	●
LAFS.1.L.1.AP.1b	Print upper- and lowercase letters.	⊙
LAFS.1.L.1.AP.1c	Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) in writing or speaking.	●
LAFS.1.L.1.AP.1d	Use frequently occurring adjectives in speaking or writing.	●
LAFS.1.L.1.AP.1e	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing.	●
LAFS.1.L.1.AP.1f	Use verbs to convey a sense of past, present or future in writing or speaking.	●
LAFS.1.L.1.AP.1g	Use frequently occurring prepositions (e.g., on, in) in speaking or writing.	⊙
LAFS.1.L.1.AP.1h	Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing or speaking.	●
LAFS.1.L.1.AP.1i	Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.	●
LAFS.1.L.1.AP.2a	Use end punctuation for sentences.	●
LAFS.1.L.1.AP.2b	Use capitalization of first word in sentence, pronoun “I,” dates and names of people.	●
LAFS.1.L.1.AP.2c	Use conventional spelling for words with common spelling patterns.	●
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.1.L.3.AP.4a	Use frequently occurring affixes as a clue to determine the meaning of the word.	⊙
LAFS.1.L.3.AP.4b	Use context within a sentence as a clue to determine the meaning of a word or phrase.	⊙
LAFS.1.L.3.AP.5a	With guidance and support, identify the category for a given word (e.g., a duck is a bird).	⊙
LAFS.1.L.3.AP.5b	With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	●
LAFS.1.L.3.AP.5c	With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	●
LAFS.1.L.3.AP.5d	With guidance and support, use newly acquired words in real-life context.	●
LAFS.1.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	●
LAFS.1.L.3.AP.6b	With guidance and support, use newly acquired words in real-life context.	●
LAFS.1.L.3.AP.6c	Use frequently occurring conjunctions to signal simple relationships.	●

GRADE 2

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 3: Phonics and Word Recognition	
LAFS.2.RF.3.AP.3a	Identify long and short vowels in regularly spelled one-syllable words.	⦿
LAFS.2.RF.3.AP.3b	Decode regularly spelled one-syllable words with long vowels.	⦿
LAFS.2.RF.3.AP.3c	Decode regularly spelled two-syllable words with long vowels.	⦿
LAFS.2.RF.3.AP.3d	Decode words with common prefixes and suffixes.	⦿
LAFS.2.RF.3.AP.3e	Identify words with inconsistent but common spelling-sound correspondences.	⦿
LAFS.2.RF.3.AP.3f	Recognize and/or read grade-appropriate irregularly spelled words.	⦿
Standard	Cluster 4: Fluency	
LAFS.2.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	⦿
LAFS.2.RF.4.AP.4b	Identify grade-level words with accuracy and on successive attempts.	⦿
LAFS.2.RF.4.AP.4c	Read grade-level text with accuracy, appropriate rate and expression (when applicable) on successive readings.	⦿
LAFS.2.RF.4.AP.4d	Use context to confirm or self-correct word recognition.	⦿

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.2.W.1.AP.1a	State an opinion or preference about the topic or text and at least one reason for the opinion.	●
LAFS.2.W.1.AP.1b	Connect gathered facts to support an opinion using linking words in persuasive writing.	●
LAFS.2.W.1.AP.1c	Write, draw or dictate an opinion statement, several reasons that support the opinion and a concluding statement about a topic or book of interest.	●
LAFS.2.W.1.AP.1d	Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.	●
LAFS.2.W.1.AP.2a	Write statements that name a topic and supply some facts about the topic.	●
LAFS.2.W.1.AP.2b	When writing information/explanatory texts, represent facts and descriptions through the use of illustrations and captions.	●
LAFS.2.W.1.AP.2c	Order factual statements to describe a sequence of events or explain a procedure.	●
LAFS.2.W.1.AP.2d	Provide a concluding statement or section to a permanent product.	●
LAFS.2.W.1.AP.3a	Describe a single event or a series of events that describes actions, thoughts or feelings.	●
LAFS.2.W.1.AP.3b	When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	●
LAFS.2.W.1.AP.3c	Organize text providing information regarding who, what and why while maintaining a single focus.	●
LAFS.2.W.1.AP.3d	Write a narrative that includes a sense of closure.	●

GRADE 2

Strand—Writing Standards

Standard	Cluster 2: Production and Distribution of Writing	
LAFS.2.W.2.AP.5a	With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	●
LAFS.2.W.2.AP.5b	With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	●
LAFS.2.W.2.AP.5c	With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	●
LAFS.2.W.2.AP.5d	With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.	●
LAFS.2.W.2.AP.5e	With guidance and support from adults, work with a peer to revise a permanent product.	●
LAFS.2.W.2.AP.5f	With guidance and support from adults, work with a peer to edit a permanent product.	●
LAFS.2.W.2.AP.6a	With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.	⊙
LAFS.2.W.2.AP.6b	With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	●
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.2.W.3.AP.7a	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	●
LAFS.2.W.3.AP.7b	Generate ideas and/or opinions when participating in shared writing projects.	●
LAFS.2.W.3.AP.8a	Recall information from experiences to answer a question.	●
LAFS.2.W.3.AP.8b	With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.	●
LAFS.2.W.3.AP.8c	Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic.	●
LAFS.2.W.3.AP.8d	Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion.	●
LAFS.2.W.3.AP.8e	Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.	⊙
LAFS.2.W.3.AP.8f	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	⊙

GRADE 2

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.2.SL.1.AP.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).	●
LAFS.2.SL.1.AP.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	●
LAFS.2.SL.1.AP.2a	Engage in small or large group discussion of texts presented orally or through other media.	●
LAFS.2.SL.1.AP.2b	Recount or describe key ideas or details from literary or informational text read aloud or information presented orally or through other media.	●
LAFS.2.SL.1.AP.3a	Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	●
LAFS.2.SL.1.AP.3b	Answer questions about what a speaker says in order to clarify misunderstandings.	●
Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.2.SL.2.AP.4a	Engage in small or large group discussions by sharing one's own writing.	●
LAFS.2.SL.2.AP.4b	Describe, orally or in writing, factual information about familiar people, places, things and events with details.	●
LAFS.2.SL.2.AP.4c	Provide at least two facts for each subtopic identified for a larger topic.	●
LAFS.2.SL.2.AP.4d	Describe ideas about familiar people, places, things and events.	●
LAFS.2.SL.2.AP.4e	Share a story or recount an experience with appropriate facts and relevant, descriptive details.	●
LAFS.2.SL.2.AP.4f	Describe a single event or a series of events that describes actions thoughts or feelings.	●
LAFS.2.SL.2.AP.5a	Use drawings or other visual displays to clarify ideas, thoughts and feelings.	●
LAFS.2.SL.2.AP.6a	Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.2.L.1.AP.1a	Use collective and irregular plural nouns in writing and speaking.	●
LAFS.2.L.1.AP.1b	Use past tense irregular verbs in writing and speaking.	●
LAFS.2.L.1.AP.1c	Use adjectives and adverbs in writing and speaking.	●
LAFS.2.L.1.AP.1d	Use reflexive pronouns (e.g., myself, ourselves) in writing and speaking.	●
LAFS.2.L.1.AP.1e	Produce and expand upon simple or compound sentences in writing and speaking.	●
LAFS.2.L.1.AP.2a	Capitalize dates, name of people, holidays, product names and geographic names.	●

GRADE 2

Strand—Language Standards

Standard	Cluster 2: Knowledge of Language	
LAFS.2.L.2.AP.3a	Identify a given text as formal or informal English.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.2.L.3.AP.4a	Determine the meaning of a new word formed when a known prefix is added to the known word or root.	⊙
LAFS.2.L.3.AP.4b	Use knowledge of the meaning of individual words to predict the meaning of compound words.	⊙
LAFS.2.L.3.AP.4c	Use sentence context as a clue to the meaning of a word or phrase.	⊙
LAFS.2.L.3.AP.4d	Use a glossary or beginning dictionary to determine the meaning of a word.	
LAFS.2.L.3.AP.5a	Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.	
LAFS.2.L.3.AP.5b	Use newly acquired words in real-life context.	●
LAFS.2.L.3.AP.6a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	●
LAFS.2.L.3.AP.6b	Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).	⊙
LAFS.2.L.3.AP.6c	Use newly acquired words in real-life context.	●
LAFS.2.L.3.AP.6d	Use adjectives to describe nouns.	●
LAFS.2.L.3.AP.6e	Use adverbs to describe verbs.	●

GRADE 3

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 3: Phonics and Word Recognition	
LAFS.3.RF.3.AP.3a	Identify the meaning of most common prefixes.	⊙
LAFS.3.RF.3.AP.3b	Identify the meaning of most common suffixes.	⊙
LAFS.3.RF.3.AP.3c	Decode multi-syllable words.	⊙
LAFS.3.RF.3.AP.3d	Recognize and/or read grade-appropriate irregularly spelled words.	⊙
Standard	Cluster 4: Fluency	
LAFS.3.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
LAFS.3.RF.4.AP.4b	Identify grade-level words with accuracy.	⊙
LAFS.3.RF.4.AP.4c	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.	
LAFS.3.RF.4.AP.4d	Use context to confirm or self-correct word recognition.	⊙

GRADE 3

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.3.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.	●
LAFS.3.W.1.AP.1b	Provide reasons or facts that support a stated opinion.	●
LAFS.3.W.1.AP.1c	Use linking words and phrases that connect the opinions and reasons.	●
LAFS.3.W.1.AP.1d	Provide a concluding statement or section.	●
LAFS.3.W.1.AP.2a	Introduce a topic and group related information together.	●
LAFS.3.W.1.AP.2b	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	●
LAFS.3.W.1.AP.2c	Provide a concluding statement or section to summarize the information presented.	●
LAFS.3.W.1.AP.2d	Develop the topic (e.g., offer additional information that supports the topic) by using relevant facts, definitions and details.	●
LAFS.3.W.1.AP.2e	Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	⊙
LAFS.3.W.1.AP.3a	Establish the situation by setting up the context for the story and introduce a narrator and/or characters.	⊙
LAFS.3.W.1.AP.3b	Sequence events in writing that unfold naturally.	●
LAFS.3.W.1.AP.3c	When appropriate, use dialogue and descriptions of actions, thoughts and feelings to develop a story.	⊙
LAFS.3.W.1.AP.3d	Use temporal words and phrases to signal event order.	●
LAFS.3.W.1.AP.3e	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.	●
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.3.W.2.AP.4a	With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	●
LAFS.3.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing.	⊙
LAFS.3.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).	⊙
LAFS.3.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.3.W.2.AP.5d	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful	⊙
LAFS.3.W.2.AP.5e	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).	⊙
LAFS.3.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing by revising.	●

GRADE 3

Strand—Writing Standards

Standard	Cluster 2: Production and Distribution of Writing	
LAFS.3.W.2.AP.5g	With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	⦿
LAFS.3.W.2.AP.5h	With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).	●
LAFS.3.W.2.AP.5	With guidance and support from peers and adults, edit writing for clarity and meaning.	●
LAFS.3.W.2.AP.6a	With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.3.W.2.AP.6b	Develop keyboarding skills.	⦿
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.3.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.3.W.3.AP.8a	Recall relevant information from experiences for use in writing.	●
LAFS.3.W.3.AP.8b	Recall information from experiences for use in writing.	●
LAFS.3.W.3.AP.8c	Gather facts (e.g., highlight in text, quote or paraphrase from persuasive text or discussion) from print and/or digital sources.	●
LAFS.3.W.3.AP.8d	Gather information from stories (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
LAFS.3.W.3.AP.8e	Gather information (e.g., highlight, quote or paraphrase from source) from informational text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	●
LAFS.3.W.3.AP.8f	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).	⦿
LAFS.3.W.3.AP.8g	Locate important points on a single topic from two informational texts or sources.	●
LAFS.3.W.3.AP.8h	Identify key details in an informational text.	●
LAFS.3.W.3.AP.8i	Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.	⦿
LAFS.3.W.3.AP.8j	Sort evidence collected from print and/or digital sources into provided categories.	●
Standard	Cluster 4: Range of Writing	
LAFS.3.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.3.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

GRADE 3

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.3.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	●
LAFS.3.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.	●
LAFS.3.SL.1.AP.1c	Link personal ideas and comments to the ideas shared by others in collaborative discussions.	●
LAFS.3.SL.1.AP.1d	Express ideas and understanding in light of collaborative discussions.	●
LAFS.3.SL.1.AP.2a	Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.	⊙
LAFS.3.SL.1.AP.2b	Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	⊙
LAFS.3.SL.1.AP.2c	Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	⊙
LAFS.3.SL.1.AP.3a	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	●
Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.3.SL.2.AP.4a	Report on a topic or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.3.SL.2.AP.4b	Tell a story or recount an experience with logical sequence.	●
LAFS.3.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.	●
LAFS.3.SL.2.AP.5a	Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.	⊙
LAFS.3.SL.2.AP.6a	Produce (e.g., through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.3.L.1.AP.1a	Demonstrate beginning cursive writing skills.	
LAFS.3.L.1.AP.1b	Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs within sentences.	
LAFS.3.L.1.AP.1c	Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives and/or adverbs.	●
LAFS.3.L.1.AP.1d	Use simple and compound sentences in informative/explanatory writing.	●
LAFS.3.L.1.AP.1e	Write sentences using correct subject-verb and pronoun-antecedent agreement.	●
LAFS.3.L.1.AP.2a	Capitalize words in holidays, product names, geographic names and appropriate words in a title.	●

GRADE 3

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.3.L.1.AP.2b	Use quotation marks within writing.	⊙
LAFS.3.L.1.AP.2c	Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.	⊙
LAFS.3.L.1.AP.2d	Form possessives.	⊙
LAFS.3.L.1.AP.2e	Use commas accurately in addresses or dialogue within writing.	⊙
LAFS.3.L.1.AP.2f	Use dictionaries as reference tools.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.3.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.	●
LAFS.3.L.2.AP.3b	Compare and contrast differences between spoken and standard written English.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.3.L.3.AP.4a	Use a known root word as a clue to the meaning of an unknown word with the same root.	⊙
LAFS.3.L.3.AP.4b	Determine the meaning of the new word formed when a known affix is added to a known word.	⊙
LAFS.3.L.3.AP.4c	Use sentence context as a clue to the meaning of a new word, phrase or multiple-meaning word.	⊙
LAFS.3.L.3.AP.4d	Use a glossary or dictionary to determine the meaning of a word.	⊙
LAFS.3.L.3.AP.5a	Identify and sort shades of meaning words from general to specific or lesser to specific.	
LAFS.3.L.3.AP.5b	Identify word relationships and meanings of homonyms, synonyms and antonyms.	
LAFS.3.L.3.AP.5c	Use newly acquired words in real-life context.	●
LAFS.3.L.3.AP.5d	Distinguish literal from non-literal meanings of words and phrases in context.	⊙
LAFS.3.L.3.AP.6a	Use newly acquired conversational and general academic words and phrases accurately.	●
LAFS.3.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●
LAFS.3.L.3.AP.6c	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.	●

GRADE 4

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 3: Phonics and Word Recognition	
LAFS.4.RF.3.AP.3a	Recognize and accurately use letter-sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.	⊙
LAFS.4.RF.3.AP.3b	Identify grade-level words with accuracy and on successive attempts	⊙

GRADE 4

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 4: Fluency	
LAFS.4.RF.4.AP.4a	Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	●
LAFS.4.RF.4.AP.4b	Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.	◎
LAFS.4.RF.4.AP.4c	Use context to confirm or self-correct word recognition.	◎

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.4.W.1.AP.1a	Introduce the topic or text within persuasive writing by stating an opinion.	●
LAFS.4.W.1.AP.1b	Provide reasons that include relevant facts and details that support a stated opinion.	●
LAFS.4.W.1.AP.1c	Create an organizational structure that lists reasons in a logical order.	●
LAFS.4.W.1.AP.1d	Use transitional words and phrases appropriately to link opinion and reasons.	●
LAFS.4.W.1.AP.1e	Provide a concluding statement or section related to the opinion presented.	●
LAFS.4.W.1.AP.2a	Introduce a topic clearly and group related information in paragraphs and sections.	◎
LAFS.4.W.1.AP.2b	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.	◎
LAFS.4.W.1.AP.2c	Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.	◎
LAFS.4.W.1.AP.2d	Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).	●
LAFS.4.W.1.AP.2e	Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.	●
LAFS.4.W.1.AP.2f	Provide a concluding statement or section to support the information presented.	●
LAFS.4.W.1.AP.3a	Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	●
LAFS.4.W.1.AP.3b	Sequence events in writing that unfold naturally.	●
LAFS.4.W.1.AP.3c	When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.	●
LAFS.4.W.1.AP.3d	Use a variety of transitional words and phrases to manage the sequence of events.	●
LAFS.4.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events.	●
LAFS.4.W.1.AP.3f	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.	●

GRADE 4

Strand—Writing Standards

Standard	Cluster 2: Production and Distribution of Writing	
LAFS.4.W.2.AP.4a	Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose and audience for use in developing a permanent product.	●
LAFS.4.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing that is appropriate to the topic, task and purpose.	●
LAFS.4.W.2.AP.5b	With guidance and support from peers and adults, strengthen writing by revising for clarity of meaning (e.g., review product, strengthening story, adding precise language).	●
LAFS.4.W.2.AP.5c	With guidance and support from peers and adults, strengthen writing by editing (e.g., capitalization, spelling, punctuation).	●
LAFS.4.W.2.AP.6a	With guidance and support from adults, use technology to produce writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.4.W.2.AP.6b	Develop and use keyboarding skills.	⊙
LAFS.4.W.2.AP.6c	With guidance and support from adults, use technology to publish writing (e.g., post finished writing product on the Web, use software to display writing with accompanying illustration).	⊙
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.4.W.3.AP.7a	Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.4.W.3.AP.7b	Build knowledge on topics through continued engagement in research investigation.	●
LAFS.4.W.3.AP.8a	Recall relevant information from experiences for use in writing.	●
LAFS.4.W.3.AP.8b	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.4.W.3.AP.8c	Identify key details from an informational text that are relevant to the specific topic.	●
LAFS.4.W.3.AP.8d	Take brief notes and categorize relevant information (e.g., graphic organizers, notes, labeling, listing) from sources.	⊙
LAFS.4.W.3.AP.8e	Provide a list of sources that contributed to the content within a writing piece.	⊙
LAFS.4.W.3.AP.9a	Analyze mentor texts to support knowledge of different types of thinking and writing (e.g., analyze newspaper editorials to explore the way the author developed the argument, reflective essays, investigation).	⊙
Standard	Cluster 4: Range of Writing	
LAFS.4.W.4.AP.10a	Write routinely over shorter time frames using a variety of writing opportunities (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.4.W.4.AP.10b	Write routinely in a genre over extended time frames to engage in the writing process (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

GRADE 4

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.4.SL.1.AP.1a	Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	●
LAFS.4.SL.1.AP.1b	Ask questions to check understanding of information presented in collaborative discussions.	●
LAFS.4.SL.1.AP.1c	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.4.SL.1.AP.1d	Review the key ideas expressed within a collaborative discussion.	●
LAFS.4.SL.1.AP.2a	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	●
LAFS.4.SL.1.AP.3a	Identify the reasons and evidence a speaker provides to support particular points.	●
Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.4.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.4.SL.2.AP.4b	Elaborate on each fact or opinion given in support of a claim with relevant details.	●
LAFS.4.SL.2.AP.5a	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	⊙
LAFS.4.SL.2.AP.6a	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).	●
LAFS.4.SL.2.AP.6b	Use formal English when appropriate to task and situation.	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.4.L.1.AP.1a	Use relative pronouns and relative adverbs in writing.	●
LAFS.4.L.1.AP.1b	Use prepositional phrases in writing.	●
LAFS.4.L.1.AP.1c	Produce simple, compound and complex sentences in writing.	●
LAFS.4.L.1.AP.1d	Recognize and correct fragments and run-on sentences.	●
LAFS.4.L.1.AP.2a	Use correct capitalization in writing.	●
LAFS.4.L.1.AP.2b	Use commas and quotation marks in writing.	⊙
LAFS.4.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.4.L.2.AP.3a	Choose words and phrases for appropriate effect (e.g., to inform) within writing.	●

GRADE 4

Strand—Language Standards

Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.4.L.3.AP.4a	Use context to determine the meaning of unknown or multiple-meaning words, or words showing shades of meaning.	⊙
LAFS.4.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	⊙
LAFS.4.L.3.AP.4c	Use a glossary, dictionary or thesaurus to determine the meaning of a word.	⊙
LAFS.4.L.3.AP.5a	Relate words to their opposites (antonyms).	⊙
LAFS.4.L.3.AP.5b	Relate words to words with similar but not identical meanings (synonyms).	⊙
LAFS.4.L.3.AP.5c	Identify simple similes in context.	
LAFS.4.L.3.AP.5d	Identify simple metaphors in context.	
LAFS.4.L.3.AP.5e	Identify the meaning of common idioms.	
LAFS.4.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.	●
LAFS.4.L.3.AP.6b	Use grade-appropriate general academic and domain-specific vocabulary accurately within writing.	●

GRADE 5

Strand—Reading Standards: Foundational Skills (K-5)

Standard	Cluster 3: Phonics and Word Recognition	
LAFS.5.RF.3.AP.3a	Use syllabication patterns to decode words.	⊙
LAFS.5.RF.3.AP.3b	Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	⊙
Standard	Cluster 4: Fluency	
LAFS.5.RF.4.AP.4a	Use context to confirm or self-correct word recognition.	⊙
LAFS.5.RF.4.AP.4b	Use appropriate rate and expression.	●

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.5.W.1.AP.1a	Provide an introduction that states own opinion within persuasive text.	⊙
LAFS.5.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's opinion.	●
LAFS.5.W.1.AP.1c	Provide relevant facts to support stated opinion or reasons within persuasive writing.	●
LAFS.5.W.1.AP.1d	Link opinions and reasons using words, phrases and clauses.	⊙
LAFS.5.W.1.AP.1e	Provide a clear concluding statement or section related to the opinion stated.	●

GRADE 5

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.5.W.1.AP.2a	Write an introduction that includes context/background information and establishes a central idea or focus about a topic.	⊙
LAFS.5.W.1.AP.2b	Organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect.	●
LAFS.5.W.1.AP.2c	Support the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.5.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia appropriate to convey information about the topic.	⊙
LAFS.5.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	●
LAFS.5.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.5.W.1.AP.2g	Provide a concluding statement or section to summarize the information presented.	●
LAFS.5.W.1.AP.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters.	⊙
LAFS.5.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	●
LAFS.5.W.1.AP.3c	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	⊙
LAFS.5.W.1.AP.3d	Use transitional words, phrases and clauses to manage the sequence of events.	●
LAFS.5.W.1.AP.3e	Use concrete words and phrases and sensory details to convey experiences and events precisely.	⊙
LAFS.5.W.1.AP.3f	Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.	⊙
LAFS.5.W.1.AP.3g	Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated events.	●
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.5.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.5.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.5.W.2.AP.4c	Produce a clear, coherent, permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose and audience.	●
LAFS.5.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for narrative writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	●
LAFS.5.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for informative writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●

GRADE 5

Strand—Writing Standards

Standard	Cluster 2: Production and Distribution of Writing	
LAFS.5.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.5.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	●
LAFS.5.W.2.AP.5e	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.	●
LAFS.5.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, use word processing to generate and collaborate on writing).	●
LAFS.5.W.2.AP.6b	Develop keyboarding skills.	●
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.5.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.5.W.3.AP.8a	Gather relevant information that relates to a persuasive topic (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.5.W.3.AP.8b	Gather relevant information that relates to a topic or idea within a story (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	●
LAFS.5.W.3.AP.8c	Gather information that relates to an informational topic or subject (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.5.W.3.AP.8d	Provide a list of sources that contributed to the content within a writing piece.	◎
LAFS.5.W.3.AP.9a	Draw evidence from literary text to support an analysis or reflection.	●
LAFS.5.W.3.AP.9b	Draw evidence from informational text to support an analysis, reflection or research.	●
Standard	Cluster 4: Range of Writing	
LAFS.5.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.5.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.5.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.5.SL.1.AP.1b	Follow discussion rules and protocols using academic language.	●
LAFS.5.SL.1.AP.1c	Review and respond to the key ideas expressed within a collaborative discussion.	●
LAFS.5.SL.1.AP.1d	Elaborate and build on others' ideas using textual evidence to support their own ideas.	◎
LAFS.5.SL.1.AP.2a	Determine the narrative point of view of a text read, read aloud or viewed.	●

GRADE 5

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.5.SL.1.AP.2b	Summarize the text or a portion of the text read, read aloud or presented in diverse media.	●
LAFS.5.SL.1.AP.3a	Summarize the points a speaker makes.	●
LAFS.5.SL.1.AP.3b	Identify a speaker's points or claims.	●
LAFS.5.SL.1.AP.3c	Identify reasons and evidence that a speaker provides to support points or claims.	●
LAFS.5.SL.1.AP.3d	Explain how at least one perspective in a discussion is supported by reasons and evidence.	⊙
Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.5.SL.2.AP.4a	Orally present a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	●
LAFS.5.SL.2.AP.4b	Speak clearly and at an understandable pace.	●
LAFS.5.SL.2.AP.4c	Elaborate on each fact or opinion given in support of a claim with relevant details.	⊙
LAFS.5.SL.2.AP.5a	Include multimedia components (e.g., graphics, sound) in presentation when appropriate to enhance the development of topic.	●
LAFS.5.SL.2.AP.5b	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.	⊙
LAFS.5.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●
LAFS.5.SL.2.AP.6b	Speak using formal English discourse (academic language) during collaborative conversations or class discussions.	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.5.L.1.AP.1a	Recognize and correct inappropriate shifts in verb tense.	⊙
LAFS.5.L.1.AP.1b	Use appropriate verb tense to convey times, sequence, state and condition.	⊙
LAFS.5.L.1.AP.1c	Identify and use conjunctions, prepositions and interjections in writing.	⊙
LAFS.5.L.1.AP.2a	Use punctuation to separate items in a series.	⊙
LAFS.5.L.1.AP.2b	Use commas accurately in writing.	⊙
LAFS.5.L.1.AP.2c	Spell words correctly in writing, consulting references as needed.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.5.L.2.AP.3a	Expand, combine and reduce sentences for meaning, reader interest and style for writing or speaking.	●

GRADE 5

Strand—Language Standards

Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.5.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.	⊙
LAFS.5.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	⊙
LAFS.5.L.3.AP.4c	Find the pronunciation of a word.	
LAFS.5.L.3.AP.4d	Find the precise meaning of a word.	
LAFS.5.L.3.AP.5a	Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.	⊙
LAFS.5.L.3.AP.5b	Identify the meaning of common idioms or proverbs.	⊙
LAFS.5.L.3.AP.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	⊙
LAFS.5.L.3.AP.5d	Use figurative language in context, including similes and metaphors.	⊙
LAFS.5.L.3.AP.6a	Use general academic and domain-specific words and phrases accurately.	●
LAFS.5.L.3.AP.6b	Use grade-appropriate general academic and domain-specific words and phrases accurately within informational writing.	●

GRADE 6

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.6.W.1.AP.1a	Write an introduction that introduces the writer's claim within an argument.	●
LAFS.6.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.6.W.1.AP.1c	Write arguments to support claims with clear reasons and relevant evidence from credible sources.	●
LAFS.6.W.1.AP.1d	Use words, phrases and clauses to link claims and reasons.	⊙
LAFS.6.W.1.AP.1e	Provide a concluding statement or section that follows the argument presented.	●
LAFS.6.W.1.AP.1f	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.	⊙
LAFS.6.W.1.AP.2a	Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect).	●
LAFS.6.W.1.AP.2b	Provide an introduction that includes context/background information establishing a central idea or focus about a topic.	⊙
LAFS.6.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.	●

GRADE 6

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.6.W.1.AP.2d	Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding.	⊙
LAFS.6.W.1.AP.2e	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	●
LAFS.6.W.1.AP.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.6.W.1.AP.2g	Maintain a consistent style and voice throughout writing.	⊙
LAFS.6.W.1.AP.2h	Provide a concluding statement or section that follows from and summarizes the information presented.	●
LAFS.6.W.1.AP.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	⊙
LAFS.6.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	●
LAFS.6.W.1.AP.3c	When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	⊙
LAFS.6.W.1.AP.3d	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	⊙
LAFS.6.W.1.AP.3e	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	●
LAFS.6.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	●
LAFS.6.W.1.AP.3g	Use figurative language appropriately, including similes and metaphors.	⊙
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.6.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.6.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.6.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to make an argument supported by claims) and audience.	●
LAFS.6.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	●
LAFS.6.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.6.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	●
LAFS.6.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	●
LAFS.6.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●
LAFS.6.W.2.AP.5f	With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	●

GRADE 6

Strand—Writing Standards

Standard	Cluster 2: Production and Distribution of Writing	
LAFS.6.W.2.AP.5g	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.	●
LAFS.6.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●
LAFS.6.W.2.AP.6b	Develop sufficient keyboarding skills.	⦿
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.6.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.6.W.3.AP.8a	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.6.W.3.AP.8b	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.6.W.3.AP.8c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	●
LAFS.6.W.3.AP.8d	Provide a bibliography for sources that contributed to the content within a writing piece.	⦿
LAFS.6.W.3.AP.9a	Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	●
Standard	Cluster 4: Range of Writing	
LAFS.6.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.6.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.6.SL.1.AP.1a	Make appropriate comments that contribute to a collaborative discussion.	●
LAFS.6.SL.1.AP.1b	Review the key ideas expressed within a collaborative discussion.	●
LAFS.6.SL.1.AP.2a	Explain information learned from various mediums.	●
LAFS.6.SL.1.AP.2b	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.	⦿
LAFS.6.SL.1.AP.3a	Summarize the points a speaker makes.	●
LAFS.6.SL.1.AP.3b	Summarize the points an author makes.	●
LAFS.6.SL.1.AP.3c	Distinguish claims or arguments that are supported by evidence from those that are not.	⦿
LAFS.6.SL.1.AP.3d	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.	⦿

GRADE 6

Strand—Standards for Speaking and Listening

Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.6.SL.2.AP.4a	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	●
LAFS.6.SL.2.AP.5a	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.	⊙
LAFS.6.SL.2.AP.5b	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	⊙
LAFS.6.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.6.L.1.AP.1a	Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	⊙
LAFS.6.L.1.AP.1b	Identify and use pronouns accurately in writing.	⊙
LAFS.6.L.1.AP.2a	Use commas, parentheses and/or dashes in writing to set off nonrestrictive/parenthetical elements.	⊙
LAFS.6.L.1.AP.2b	Spell words correctly in writing.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.6.L.2.AP.3a	Vary sentence patterns for meaning, reader interest and style within writing.	●
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.6.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) to determine the meaning of unknown or multiple-meaning words.	⊙
LAFS.6.L.3.AP.4b	Use common grade-appropriate roots and affixes as clues to the meaning of a word.	⊙
LAFS.6.L.3.AP.4c	Verify the prediction of the meaning of a new word or phrase.	●
LAFS.6.L.3.AP.4d	Consult reference materials to find the pronunciation of a word.	
LAFS.6.L.3.AP.4e	Find the synonym for a word.	
LAFS.6.L.3.AP.4f	Find the precise meaning of a word.	
LAFS.6.L.3.AP.5a	Use the relationship between particular words (e.g., synonyms, antonyms homographs) in writing to promote understanding of each of the words.	
LAFS.6.L.3.AP.5b	Use figurative language in context, including similes and metaphors.	
LAFS.6.L.3.AP.5c	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	⊙

GRADE 6

Strand—Language Standards

Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.6.L.3.AP.5d	Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.	⊙
LAFS.6.L.3.AP.5e	Identify the connotative meaning (the idea associated with the word) of a word or phrase.	●
LAFS.6.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●

GRADE 7

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.7.W.1.AP.1a	Produce an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.	⊙
LAFS.7.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.7.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.	⊙
LAFS.7.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.	⊙
LAFS.7.W.1.AP.1e	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.7.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.	●
LAFS.7.W.1.AP.2a	Organize ideas, concepts and information (using definition, classification, comparison/contrast and cause/effect).	●
LAFS.7.W.1.AP.2b	Introduce a topic clearly, previewing information to follow and summarizing stated focus.	⊙
LAFS.7.W.1.AP.2c	Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples.	●
LAFS.7.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.7.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.	●
LAFS.7.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency and voice should be active versus passive).	⊙
LAFS.7.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information presented.	⊙
LAFS.7.W.1.AP.2h	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.	⊙
LAFS.7.W.1.AP.2	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	⊙
LAFS.7.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	●

GRADE 7

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.7.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	●
LAFS.7.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	⊙
LAFS.7.W.1.AP.3d	Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.	⊙
LAFS.7.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	⊙
LAFS.7.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	●
LAFS.7.W.1.AP.3g	Use words, phrases or gathered information to accurately reflect literary context.	●
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.7.W.2.AP.4a	Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader).	●
LAFS.7.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.7.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to produce an argument supported by claims) and audience.	●
LAFS.7.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	●
LAFS.7.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.7.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.7.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	●
LAFS.7.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●
LAFS.7.W.2.AP.5f	Use feedback from adults and peers to improve writing.	●
LAFS.7.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●

GRADE 7

Strand—Writing Standards

Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.7.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.7.W.3.AP.8a	List Internet search terms for a topic of persuasive writing.	⊙
LAFS.7.W.3.AP.8b	List Internet search terms for a topic of study.	⊙
LAFS.7.W.3.AP.8c	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.7.W.3.AP.8d	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	●
LAFS.7.W.3.AP.8e	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.7.W.3.AP.8f	Use a standard format to produce citations.	●
LAFS.7.W.3.AP.8g	Evaluate print and digital sources to refine ideas or thoughts while writing.	⊙
LAFS.7.W.3.AP.9a	Provide evidence from grade-appropriate literary or informational texts to support analysis, reflection and research.	⊙
Standard	Cluster 4: Range of Writing	
LAFS.7.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.7.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.7.SL.1.AP.1a	Discuss how own view or opinion changes using new information provided by others.	●
LAFS.7.SL.1.AP.1b	Describe how the claims within a speaker's argument match own argument.	●
LAFS.7.SL.1.AP.1c	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.7.SL.1.AP.2a	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	
LAFS.7.SL.1.AP.2b	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.	
LAFS.7.SL.1.AP.2c	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.	
LAFS.7.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	
LAFS.7.SL.1.AP.3b	Evaluate the soundness or accuracy of reasons presented to support a claim.	

GRADE 7

Strand—Standards for Speaking and Listening

Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.7.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.	⊙
LAFS.7.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	⊙
LAFS.7.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	⊙
LAFS.7.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.7.L.1.AP.1a	Use simple, compound, complex and compound-complex sentences within writing when appropriate.	⊙
LAFS.7.L.1.AP.1b	Use phrases and clauses accurately within a sentence.	⊙
LAFS.7.L.1.AP.2a	Use commas to separate coordinate adjectives.	⊙
LAFS.7.L.1.AP.2b	Spell words correctly in writing.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.7.L.2.AP.3a	Choose language that expresses ideas precisely and concisely by eliminating wordiness and redundancy.	⊙
LAFS.7.L.2.AP.3b	Use words, phrases or gathered information to accurately reflect meaning.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.7.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the meaning of grade appropriate words or phrases.	⊙
LAFS.7.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	⊙
LAFS.7.L.3.AP.4c	Find the pronunciation of a word.	⊙
LAFS.7.L.3.AP.4d	Find the synonym for a word.	●
LAFS.7.L.3.AP.4e	Find the precise meaning of a word.	⊙
LAFS.7.L.3.AP.5a	Use words, phrases or gathered information to accurately reflect literary context.	⊙
LAFS.7.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).	⊙
LAFS.7.L.3.AP.5c	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	●
LAFS.7.L.3.AP.5d	Identify allusion within a text or media.	●

GRADE 7

Strand—Language Standards

Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.7.L.3.AP.5e	Interpret figures of speech (e.g., personification, allusions) in context.	⊙
LAFS.7.L.3.AP.5f	Identify the connotative meaning (the idea associated with the word) of a word or phrase.	⊙
LAFS.7.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.7.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.	●

GRADE 8

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.8.W.1.AP.1a	Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	⊙
LAFS.8.W.1.AP.1b	Create an organizational structure in which ideas are logically grouped to support the writer's claim.	●
LAFS.8.W.1.AP.1c	Write arguments to support claims with logical reasoning and relevant evidence from credible sources.	⊙
LAFS.8.W.1.AP.1d	Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.	⊙
LAFS.8.W.1.AP.1e	Maintain a consistent style and voice throughout writing.	●
LAFS.8.W.1.AP.1f	Provide a concluding statement or section that supports and summarizes the argument presented.	⊙
LAFS.8.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	⊙
LAFS.8.W.1.AP.2b	Provide a clear introduction, previewing information to follow and summarizing stated focus.	⊙
LAFS.8.W.1.AP.2c	Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	⊙
LAFS.8.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	●
LAFS.8.W.1.AP.2e	Use precise language and domain-specific vocabulary to inform about or explain the topic.	⊙
LAFS.8.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.8.W.1.AP.2g	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	⊙
LAFS.8.W.1.AP.2h	Provide a concluding statement or section that follows from and supports the information or explanation presented.	⊙
LAFS.8.W.1.AP.2i	Report on a topic with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	⊙

GRADE 8

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.8.W.1.AP.3a	Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	⦿
LAFS.8.W.1.AP.3b	Organize ideas and events so that they unfold naturally.	●
LAFS.8.W.1.AP.3c	When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	⦿
LAFS.8.W.1.AP.3d	Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.	⦿
LAFS.8.W.1.AP.3e	Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	⦿
LAFS.8.W.1.AP.3f	Provide a conclusion that follows from the narrated experiences or events.	●
LAFS.8.W.1.AP.3g	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	⦿
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.8.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) and audience (e.g., reader).	●
LAFS.8.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) and audience.	●
LAFS.8.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade or make an argument) and audience.	●
LAFS.8.W.2.AP.5a	With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	●
LAFS.8.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.8.W.2.AP.5c	With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.8.W.2.AP.5d	With guidance and support from peers and adults, strengthen writing by revising and editing.	●
LAFS.8.W.2.AP.5e	With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	●
LAFS.8.W.2.AP.5f	Use feedback from adults and peers to improve writing.	●
LAFS.8.W.2.AP.6a	Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).	●

GRADE 8

Strand—Writing Standards

Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.8.W.3.AP.7a	Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.8.W.3.AP.8a	Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	●
LAFS.8.W.3.AP.8b	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	⊙
LAFS.8.W.3.AP.8c	Use a standard format to produce citations.	⊙
LAFS.8.W.3.AP.8d	Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	●
LAFS.8.W.3.AP.8e	Evaluate print and digital sources to refine ideas or thoughts while writing.	⊙
LAFS.8.W.3.AP.8f	Use a standard format to write citations.	⊙
LAFS.8.W.3.AP.9a	Provide evidence from grade-appropriate literary texts to support analysis and reflection.	⊙
LAFS.8.W.3.AP.9b	Provide evidence from grade-appropriate informational texts to support analysis, reflection and research.	⊙
Standard	Cluster 4: Range of Writing	
LAFS.8.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.8.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.8.SL.1.AP.1a	Use information and feedback to refine understanding.	●
LAFS.8.SL.1.AP.1b	Use information and feedback to clarify meaning for readers.	●
LAFS.8.SL.1.AP.1c	Discuss how own view or opinion changes using new information provided by others.	●
LAFS.8.SL.1.AP.2a	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	
LAFS.8.SL.1.AP.2b	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	
LAFS.8.SL.1.AP.2c	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.	
LAFS.8.SL.1.AP.3a	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	⊙
LAFS.8.SL.1.AP.3b	Identify when irrelevant evidence is introduced within an argument.	⊙
LAFS.8.SL.1.AP.3c	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	⊙

GRADE 8

Strand—Standards for Speaking and Listening

Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.8.SL.2.AP.4a	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.	⊙
LAFS.8.SL.2.AP.4b	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	⊙
LAFS.8.SL.2.AP.5a	With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	⊙
LAFS.8.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.8.L.1.AP.1a	Use active and passive verbs in writing.	⊙
LAFS.8.L.1.AP.1b	Use verbs in indicative, imperative, interrogative, conditional and/or subjunctive mood in writing.	⊙
LAFS.8.L.1.AP.2a	Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	⊙
LAFS.8.L.1.AP.2b	Identify the use of an ellipsis to indicate an omission.	⊙
LAFS.8.L.1.AP.2c	Spell words correctly in writing.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.8.L.2.AP.3a	Use active and passive voice in writing to achieve a particular effect.	⊙
LAFS.8.L.2.AP.3b	Use verbs in the conditional and subjunctive mood to achieve a particular effect.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.8.L.3.AP.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a grade appropriate word or phrase.	⊙
LAFS.8.L.3.AP.4b	Verify the prediction of the meaning of a new word or phrase.	⊙
LAFS.8.L.3.AP.4c	Find the pronunciation of a word.	
LAFS.8.L.3.AP.4d	Find the synonym for a word.	
LAFS.8.L.3.AP.4e	Find the precise meaning of a word.	
LAFS.8.L.3.AP.5a	Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.	⊙
LAFS.8.L.3.AP.5b	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	⊙
LAFS.8.L.3.AP.5c	Use the relationship between particular words to better understand each of the words.	⊙
LAFS.8.L.3.AP.5d	Identify irony within a text or media.	

GRADE 8

Strand—Language Standards

Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.8.L.3.AP.5e	Identify a pun within a text or media.	
LAFS.8.L.3.AP.5f	Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	⊙
LAFS.8.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.8.L.3.AP.6b	Use general academic and domain-specific words and phrases accurately.	●

GRADES 9-10

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.910.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.	●
LAFS.910.W.1.AP.1b	Identify claim(s) from alternate or opposing claims(s) in writing.	⊙
LAFS.910.W.1.AP.1c	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason and evidence.	⊙
LAFS.910.W.1.AP.1d	Identify evidence for claim(s) and counterclaim(s).	⊙
LAFS.910.W.1.AP.1e	Develop clear claim(s) with specific evidence for a topic or text.	⊙
LAFS.910.W.1.AP.1f	Use words, phrases and clauses to create cohesion within writing.	⊙
LAFS.910.W.1.AP.1g	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	⊙
LAFS.910.W.1.AP.1h	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.910.W.1.AP.1i	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.	⊙
LAFS.910.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	⊙
LAFS.910.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.	⊙
LAFS.910.W.1.AP.2c	Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.	⊙
LAFS.910.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.910.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	⊙

GRADES 9-10

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.910.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person or formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.910.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.	⊙
LAFS.910.W.1.AP.2h	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.	●
LAFS.910.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.	●
LAFS.910.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.	●
LAFS.910.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	⊙
LAFS.910.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	
LAFS.910.W.1.AP.3e	Sequence events so that they build on one another to create a coherent whole.	⊙
LAFS.910.W.1.AP.3f	Create a smooth progression of experiences or events.	⊙
LAFS.910.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	⊙
LAFS.910.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	⊙
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.910.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).	●
LAFS.910.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.	●
LAFS.910.W.2.AP.4c	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to argue) or audience.	●
LAFS.910.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.910.W.2.AP.5b	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.910.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument) focused on a specific purpose and audience.	⊙
LAFS.910.W.2.AP.5d	Strengthen writing by revising and editing.	●
LAFS.910.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).	●
LAFS.910.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●

GRADES 9-10

Strand—Writing Standards

Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.910.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).	●
LAFS.910.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	●
LAFS.910.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	⊙
LAFS.910.W.3.AP.8c	Integrate information presented by others into the writing product while avoiding plagiarism.	⊙
LAFS.910.W.3.AP.8d	Use a standard format to write citations.	⊙
LAFS.910.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	⊙
LAFS.910.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.	⊙
LAFS.910.W.3.AP.9b	Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	⊙
LAFS.910.W.3.AP.9c	Refine writing to assure accuracy/authenticity (historical, geographical, technical).	⊙
Standard	Cluster 4: Range of Writing	
LAFS.910.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.910.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.910.SL.1.AP.1a	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	●
LAFS.910.SL.1.AP.1b	Summarize points of agreement and disagreement within a discussion on a given topic or text.	⊙
LAFS.910.SL.1.AP.1c	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	⊙
LAFS.910.SL.1.AP.1d	Work with peers to set rules for collegial discussions and decision making.	
LAFS.910.SL.1.AP.1e	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	
LAFS.910.SL.1.AP.1f	Engage appropriately in discussion with others who have a diverse or divergent perspective.	⊙
LAFS.910.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	
LAFS.910.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.	
LAFS.910.SL.1.AP.3b	Determine what arguments the speaker makes.	
LAFS.910.SL.1.AP.3c	Evaluate the evidence used to make the argument.	⊙
LAFS.910.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.	⊙

GRADES 9-10

Strand—Standards for Speaking and Listening

Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.910.SL.2.AP.4a	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.910.SL.2.AP.5a	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	⊙
LAFS.910.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand—Writing Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.910.L.1.AP.1a	Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing or speaking).	⊙
LAFS.910.L.1.AP.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.	⊙
LAFS.910.L.1.AP.2a	Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.	⊙
LAFS.910.L.1.AP.2b	Use a colon (i.e., to introduce a list or quotation) appropriately in writing.	⊙
LAFS.910.L.1.AP.2c	Spell correctly in writing.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.910.L.2.AP.3a	Write and edit work to conform to guidelines in a style manual.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.910.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.	⊙
LAFS.910.L.3.AP.4b	Find the synonym for a word.	
LAFS.910.L.3.AP.4c	Find the precise meaning of a word.	
LAFS.910.L.3.AP.4d	Find the part of speech for a word.	
LAFS.910.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	⊙
LAFS.910.L.3.AP.5a	Interpret how literary devices advance the plot or affect the tone or pacing of a work.	
LAFS.910.L.3.AP.5b	Identify the denotation for a known word.	
LAFS.910.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	⊙
LAFS.910.L.3.AP.5d	Identify an oxymoron in a text.	⊙
LAFS.910.L.3.AP.5e	Interpret figures of speech in context.	⊙
LAFS.910.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.910.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●

GRADES 11-12

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.1112.W.1.AP.1a	Introduce claim(s) for an argument that reflects knowledge of the topic.	●
LAFS.1112.W.1.AP.1b	Use context or related text to establish the significance of the claim(s).	⊙
LAFS.1112.W.1.AP.1c	Identify claim(s) from alternate or opposing claims(s) in writing.	⊙
LAFS.1112.W.1.AP.1d	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.	⊙
LAFS.1112.W.1.AP.1e	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	⊙
LAFS.1112.W.1.AP.1f	Develop clear claim(s) with the most relevant evidence for a topic or text.	⊙
LAFS.1112.W.1.AP.1g	Use words, phrases and clauses to create cohesion within writing.	⊙
LAFS.1112.W.1.AP.1h	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	⊙
LAFS.1112.W.1.AP.1i	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.1112.W.1.AP.1j	Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	⊙
LAFS.1112.W.1.AP.2a	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	⊙
LAFS.1112.W.1.AP.2b	Provide a clear introduction previewing information to follow and summarizing stated focus.	⊙
LAFS.1112.W.1.AP.2c	Provide the facts, extended definitions, concrete details, quotations or other information and examples that are most relevant to the focus and appropriate for the audience.	⊙
LAFS.1112.W.1.AP.2d	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.	⊙
LAFS.1112.W.1.AP.2e	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	⊙
LAFS.1112.W.1.AP.2f	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	⊙
LAFS.1112.W.1.AP.2g	Provide a concluding statement or section that follows from and supports the information or explanation presented.	●
LAFS.1112.W.1.AP.2h	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.1112.W.1.AP.3a	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.	●
LAFS.1112.W.1.AP.3b	Engage and orient the reader to the narrator and/or characters.	●
LAFS.1112.W.1.AP.3c	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	

GRADES 11-12

Strand—Writing Standards

Standard	Cluster 1: Text Types and Purposes	
LAFS.1112.W.1.AP.3d	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	
LAFS.1112.W.1.AP.3e	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).	
LAFS.1112.W.1.AP.3f	Create a smooth progression of experiences or events.	●
LAFS.1112.W.1.AP.3g	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	⊙
LAFS.1112.W.1.AP.3h	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	⊙
Standard	Cluster 2: Production and Distribution of Writing	
LAFS.1112.W.2.AP.4a	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).	●
LAFS.1112.W.2.AP.4b	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.	●
LAFS.1112.W.2.AP.4c	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.	●
LAFS.1112.W.2.AP.5a	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	●
LAFS.1112.W.2.AP.5b	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	●
LAFS.1112.W.2.AP.5c	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).	⊙
LAFS.1112.W.2.AP.5d	Strengthen writing by revising and editing.	●
LAFS.1112.W.2.AP.5e	Strengthen writing by revising and editing (e.g., review product, strengthening story).	●
LAFS.1112.W.2.AP.6a	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).	●
Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.1112.W.3.AP.7a	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	●
LAFS.1112.W.3.AP.8a	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	●
LAFS.1112.W.3.AP.8b	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	⊙
LAFS.1112.W.3.AP.8c	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.	⊙

GRADES 11-12

Strand—Writing Standards

Standard	Cluster 3: Research to Build and Present Knowledge	
LAFS.1112.W.3.AP.8d	Use a standard format to write citations.	⊙
LAFS.1112.W.3.AP.8e	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	⊙
LAFS.1112.W.3.AP.9a	Provide evidence from literary or information texts to support analysis, reflection and research.	⊙
LAFS.1112.W.3.AP.9b	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	
LAFS.1112.W.3.AP.9c	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	⊙
Standard	Cluster 4: Range of Writing	
LAFS.1112.W.4.AP.10a	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.	●
LAFS.1112.W.4.AP.10b	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.	●

Strand—Standards for Speaking and Listening

Standard	Cluster 1: Comprehension and Collaboration	
LAFS.1112.SL.1.AP.1a	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	⊙
LAFS.1112.SL.1.AP.1b	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.	⊙
LAFS.1112.SL.1.AP.1c	Summarize points of agreement and disagreement within a discussion on a given topic or text.	⊙
LAFS.1112.SL.1.AP.1d	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	⊙
LAFS.1112.SL.1.AP.1e	Work with peers to promote democratic discussions.	⊙
LAFS.1112.SL.1.AP.1f	Actively seek the ideas or opinions of others in a discussion on a given topic or text.	●
LAFS.1112.SL.1.AP.1g	Engage appropriately in discussion with others who have a diverse or divergent perspectives.	●
LAFS.1112.SL.1.AP.2a	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	⊙
LAFS.1112.SL.1.AP.3a	Determine the speaker's point of view or purpose in a text.	⊙
LAFS.1112.SL.1.AP.3b	Determine what arguments the speaker makes.	⊙
LAFS.1112.SL.1.AP.3c	Evaluate the evidence used to make the speaker's argument.	⊙
LAFS.1112.SL.1.AP.3d	Evaluate a speaker's point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.	⊙

GRADES 11-12

Strand—Standards for Speaking and Listening

Standard	Cluster 2: Presentation of Knowledge and Ideas	
LAFS.1112.SL.2.AP.4a	Report orally on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.	●
LAFS.1112.SL.2.AP.5a	Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	⊙
LAFS.1112.SL.2.AP.6a	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	●

Strand—Language Standards

Standard	Cluster 1: Conventions of Standard English	
LAFS.1112.L.1.AP.1a	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.	⊙
LAFS.1112.L.1.AP.2a	Follow hyphenation conventions.	⊙
LAFS.1112.L.1.AP.2b	Spell correctly in writing.	⊙
Standard	Cluster 2: Knowledge of Language	
LAFS.1112.L.2.AP.3a	Vary syntax within writing for effect.	⊙
LAFS.1112.L.2.AP.3b	Write and edit work to conform to guidelines in a style manual.	⊙
Standard	Cluster 3: Vocabulary Acquisition and Use	
LAFS.1112.L.3.AP.4a	Verify the prediction of the meaning of a new word or phrase.	⊙
LAFS.1112.L.3.AP.4b	Consult reference materials to find the synonym for a word.	
LAFS.1112.L.3.AP.4c	Consult reference materials to find the precise meaning of a word.	
LAFS.1112.L.3.AP.4d	Consult reference materials to find the part of speech for a word.	
LAFS.1112.L.3.AP.4e	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	⊙
LAFS.1112.L.3.AP.5a	Interpret how literary devices advance the plot and affect the tone or pacing of a work.	
LAFS.1112.L.3.AP.5b	Identify the denotation for a known word.	
LAFS.1112.L.3.AP.5c	Explain differences or changes in the meaning of words with similar denotations.	
LAFS.1112.L.3.AP.5d	Identify hyperbole in a text.	⊙
LAFS.1112.L.3.AP.5e	Interpret figures of speech in context.	⊙
LAFS.1112.L.3.AP.6a	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	●
LAFS.1112.L.3.AP.6b	Use newly acquired domain-specific words and phrases accurately.	●