

# Spooner Area School District K-12 English Language Arts Curriculum

## Outcomes and Benchmarks



**Spooner Area School District**  
**K-12 English Language Arts Standards Alignment**

**Kindergarten**

	Outcomes	Benchmarks
Foundation Skills	1. RF 1 - Demonstrate and understanding of the organization and basic features of print.	a.RFK.1a Follow words from left to right, top to bottom, and page by page. b. RFK.1b Recognize spoken words are represented in written language by specific sequences of letters. c. RFK.1d. Recognize and name all upper-and lowercase letters of the alphabet.
	2.RF 2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a.RFK.2a. Recognize and produce rhyming words. b.RFK.2c Blend and segment onsets and rimes of single-syllable spoken words.
	3. RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words.	a.RFK.3a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b.RFK.3c Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).
	4. RF4: Read emergent-reader texts with purpose and understanding.	a.RFK.4 Read emergent-reader texts with purpose and understanding.
Reading	1. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a. RK.2 With prompting and support, retell stories (RL), share key details from a text (RI).
	2. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	a.RK.6 Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)
	3.R7: Integrate and evaluate content presented in diverse media and formats.	a.RK.7 With prompting and support, describe the relationship between illustrations and the text. (RI&RL)
Writing	1. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	a.WK3 Use a combination of drawing, dictating, and writing to compose text that utilizes: WK3a Organization: provide a sense of structure, attempt an introduction b.WK3b. Word Choice (including domain specific): use words familiar to the student.

Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SLK.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Language	1. L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	a.LK.6a Capitalization of the first word in a sentence. Currently not essential b.LK.6b Name frequently used punctuation. c.LK.6c Phonetically spell simple words drawing on knowledge of letter-sound relationships d.LK.6d Writes letters for most consonant and short vowel sounds (phonemes).

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First Grade		
	Outcomes	Benchmarks
Foundation Skills	1. RF 1 - Demonstrate and understanding of the organization and basic features of print.	a.RF1.1a Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation.)
	2. RF 2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a.RF1.2a. Distinguish long from short vowel sounds in spoken single-syllable words. b.RF1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c.RF1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d.RF1.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).
	3.RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words.	a.RFK.3 a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant
	4.RF 4 Read with sufficient accuracy and fluency to support comprehension.	RF1.4 Read emergent-reader texts with purpose and understanding, and sufficient accuracy and fluency to support comprehension. a. RF1.4a Read grade-level text with purpose and understanding. b.RF1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Reading	1. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R1.2 Identify a main topic or central idea in a text with guidance and support; retell important details (RI&RL)
	2. R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	a.R1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)
Writing	1. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W1.3 Create writing that utilizes: a.W1.3a Organization: provide a beginning, middle and a simple ending. b.W1.3b. Transitions: simple word transitions and temporal words/pictures that link ideas. c.W1.3c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.
Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Language	1. L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	Appropriately use and explain the intended purpose of conventions with: a.L1.6a Capitalization of dates and names of people. b.L1.6b End punctuation. c.L1.6c Commas in dates and simple sets. d.L1.6d Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.
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**Second Grade**

	Outcomes	Benchmarks
Foundation Skills	1. RF 2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a.RF2.2 a. Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds and long vowel sounds.
	2. .RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words.	a.RF2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling sound correspondences for additional common vowel teams.
	3.RF 4 Read with sufficient accuracy and fluency to support comprehension.	a.RF2.4 a. Read grade-level text with purpose and understanding. b.RF2.4b Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c.RF2.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R2.1 Develop and answer questions to demonstrate understanding of key ideas and details in a text. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)
	3.RF4 Read with sufficient accuracy and fluency to support comprehension.	a.R2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content specific words within a text. (RI&RL)
	4. R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives.	a.R2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and other's cultures. (RI&RL)
Writing	1. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W2.3 Create writing that utilizes: a.W2.3a Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b.W2.3b Transitions: use transitions to link and build connections between ideas, text, and events. c.W2.3c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
	2. W5 - Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.	a.W2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Language	1. L 2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	a.L2.2 a. Determine the meaning of a new word when a prefix or suffix is added. b.L2.2b Use a common root word as a clue to the meaning of an unknown word. c.L2.2c Use individual words to predict the meaning of compound words (e.g. birdhouse)
	2. L5 - Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	Appropriately use and explain the intended purpose of language choice with: a.L2.5a Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b.L2.5b Production, expansion and rearrangement of complete simple and compound sentences.
	3.L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	Appropriately use and explain the intended purpose of conventions with: a.L2.6a Capitalization of holidays, products, geographic places. b.L2.6b Commas in greetings and closings. c.L2.6c Apostrophes in contractions and frequently occurring possessives. d.L2.5d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

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**Third Grade**

	Outcomes	Benchmarks
Foundation Skills	1. RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words.	a.RF3.3 a. Identify and know the meaning of the most common prefixes and derivational suffixes. b.RF3.3c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). c. RF3.3e. Apply common encoding rules: know when to drop the final e when adding endings. (Silent e vowel pattern base word). Know when to double the final consonant when adding a suffix.
	2. RF 4 Read with sufficient accuracy and fluency to support comprehension.	a.RF3.4 a. Read grade-level text with purpose and understanding. b.RF3.4b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c.RF3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
	2.R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
	3. R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	a.R3.4 Determine the meaning of words, phrases, figurative language, and academic and content specific words within a text. (RI&RL)
	4.R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives.	a.R3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Writing	1. W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	a.W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	2. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	a.W3.2b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. b.W3.2c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
	3.W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W3.3 Create writing that utilizes: a.W3.3a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. b.W3.3b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. c.W3.3c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
	4.W5 - Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.	a.W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

Language	1. L2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	a.L3.2b Determine the meaning of new words when a suffix or prefix is added.
	2. L5 - Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	Appropriately use and explain the intended purpose of language choice with: a.L3.5a Irregular and regular nouns and verbs. b.L3.5b Simple verb tenses c.L3.5c Subject-verb agreement d.L3.5d Simple and compound sentences e.L3.5e Easily confused words (too, tow, to).
	3.L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	Appropriately use and explain the intended purpose in conventions with: a.L3.6a Titles b.L3.6b Quotation marks for speech c.L3.6c Possessives d.L3.6d Use spelling patterns and generalizations (e.g. word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e.L3.6e Use conventional spelling for high frequency words. f.L3.6f Use conventional spelling for adding suffixes to base words. g.L3.6g Use learned syllable patterns and reference materials to solve and write unknown words.

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**Fourth Grade**

	Outcomes	Benchmarks
Foundation Skills	1. RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words.	a.RF4.3 Use Combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	2. RF 4 Read with sufficient accuracy and fluency to support comprehension.	a.RF4.4a. Read grade-level text with purpose and understanding. b.RF4.4b Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c.RF4.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
	3.R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R4.3 Describe a character (traits, motivations, and/or feelings), setting or event, drawing on specific details from the text. (RL)
	4. R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	a.R4.4 Determine the meaning of words, phrases, figurative language, academic, and content specific words within a text. (RI&RL)
	5. R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	a.R4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution (RI)
	6.R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives.	a.R4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Writing	1. W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	a.W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	2. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W4.2 Write text in a variety of modes: a.W4.2a. Opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion. b.W4.2b. Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points.
	3.W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W.4.3 Create writing that utilizes: a.W4.3a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. b.W4.3b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. c.W4.3c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.
	4.W5 - Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.	a.W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.

Language	1. L2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	a.L4.2a Use context as a clue to the meaning of a word or phrase.
	2. L3 - Determine an understand of figurative language, word relationships, and nuances in word meanings	a.L4.3 a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors. b.L4.3d Make connections between words and how they are used in real life (i.e. help students build or add on to existing schema when encountering new words.)
	3.L5 - Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	Appropriately use and explain the intended purpose of language choice with: a.L4.5a Relative pronouns and adverbs b.L4.5b Prepositional phrases c.L4.5c Order of adjectives d.L4.5d Adjectives, adverbs, conjunctions e.L4.5e Compound and complex sentences. f.L4.5f Easily confused words (to, too, two).
	4.L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	Appropriately use and explain the intended purpose in conventions with: a.L4.6a Capitalization b.L4.6b Commas and quotation marks for quotations c.L4.6c Commas in compound sentences d.L4.6d Spell grade-level words correctly using reference materials to solve words as needed.

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**Fifth Grade**

	Outcomes	Benchmarks
Foundation Skills	1. RF 3 - Know and apply grade-level phonics and word analysis skills in decoding words	a.RF5.3 Use Combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	2. RF 4 Read with sufficient accuracy and fluency to support comprehension.	a.RF5.4 a. Read grade-level text with purpose and understanding. b.RF5.4bb. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c.RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
	3.R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from a text. (RI)
	4. R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	a.R5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone and mood within a text.
	5.R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives	a.R5.9 Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Writing	1. W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	a.W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	2. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W5.2 Write text in a variety of modes: a.W5.2a Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose. b.W5.2b. Informative text that introduces a topic clearly, uses topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension and to link ideas within and across categories of information. c.W5.2c. Convey events, real or imagined, through narrative/short stories which orient a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	3.W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W5.3 Create writing that utilizes: a.W5.3a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition. b.W5.3b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas. c.W5.3c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
	4.W5 - Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.	a.W.5.5 Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
	5.W7 Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.	a.W.5.7 Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic.
Speaking and Listening	1. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	a.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.

Language	1. L2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	a.L5.2a Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g. telegraph, photograph, autograph.)
	2. L3 - Determine an understanding of figurative language, word relationships, and nuances in word meanings.	a.L5.3a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g. Herculean) b.L5.3b. Interpret similes and metaphors in context. c.L5.3c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e. compare and contrast words to synonyms, antonyms, and homographs to better understand each word.) d.L4.3d Make connections between words and how they are used in real life (i.e. help students build or add on to existing schema when encountering new words.)
	3.L5 - Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	Appropriately use and explain the intended purpose of language choice with: a.L5.5a Conjunctions. b.L5.5b Verb tenses c.L5.5c Correlative conjunctions d.L5.5d Use of "they" and "their" when referring to singular people or ideas
	4.L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.	Appropriately use and explain the intended purpose in conventions with: a.L5.6a Commas (introductory elements, and elements that need to be set off like a question or direct address). b.L5.6b Italics, underlining, quotes with titles c.L5.6c Spell grade-level words correctly using reference materials to solve words and edit written work as needed.

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**Sixth Grade**

	Outcomes	Benchmarks
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI&RL)
	3.R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R6.3 In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events and ideas are introduced, related to each other and developed. (RI)
Writing	1. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W6.2 Write text in a variety of modes: a.W6.2a. Write arguments to support claims with clear reasons, relevant evidence, and literary theory. b.W6.2b. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	2. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W6.3 Create writing that utilizes: a.W6.3a.Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.
	3.W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.	a.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Speaking and Listening	1. SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly. a.SL6.1a Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b.6.1b With guidance and support, set specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d.6.1d Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
	2. SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	a.SL6.4 Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Language	<p>1. L1 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>6.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a.L6.1.a - Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b.L6.1b Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g precise and concise language; extended and descriptive language; incorporation of code-meshing, etc. c.L6.1 c Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d.L6.1d Maintain consistency in style and tone.</p>
	<p>2. L3 - Determine an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>a.L6.3a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b.L6.3b Interpret figures of speech (eg personification) in context. c.L6.3c Use the relationship between particular words (e.g. cause/effect) to better understand each of the words. d.L6.3d Distinguish between words with similar definitions (e.g. stingy, scrimping, economical, un wasteful, thrifty).</p>

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**Seventh Grade**

	Outcomes	Benchmarks
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R7.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R7.2 Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of a text. (RI&RL)
	3.R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R7.3 In literary texts, analyze how elements of plot are related, affect one another and contribute to meaning. (RL) In informational texts, analyze how individuals, events and ideas are introduced, related to each other and developed. (RI)
	4.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	a.R7.8 Trace and evaluate the development of an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
	5.R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives.	a.R7.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
Writing	1. W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	a.W7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	2. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W7.2 Write text in a variety of modes: a.W7.2a. Write arguments to support claims with clear reasons, relevant evidence and literary theory. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Use accurate, credible sources. b.W7.2b. Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	3.W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W7.3 Create writing that utilizes: a.W7.3a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.
	4.W9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	a.W7.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Speaking and Listening	<p>1. SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <p>a.SL7.1a. Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis making connections, paraphrasing, clarifying, or explaining the evidence.</p> <p>SL7.1b With guidance and support, set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).</p> <p>c.SL7.1c. Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives.</p> <p>d.SL7.1d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through analysis, including reflection, clarification, and paraphrasing.</p>
	<p>2. SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>a.SL7.4 Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>
Language	<p>1. L2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p>	<p>a.L7.2.a - Verify the preliminary determination of the meaning of a word or phrase (e.g by checking the inferred meaning in context or in a dictionary). b.L7.2b - Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>
	<p>2. L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.</p>	<p>Appropriately use and explain the intended purpose of conventions with:</p> <p>a.L7.6a Commas to separate coordinate adjectives</p> <p>b.L7.6b Correct spelling</p>

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**Eighth Grade**

	Outcomes	Benchmarks
<b>Reading</b>	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development over the course of a text. (RI&RL)
	3.R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events and ideas are introduced, related to each other and developed. (RI)
	4.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	a.R8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
	5.R9: Analyze and evaluate texts using knowledge of literacy forms, elements, and devices through a variety of lenses and perspectives.	a.R8.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
<b>Writing</b>	1. W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	a.W8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
	2. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W8.2 Write text in a variety of modes: a.W8.2a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b.W8.2b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	3.W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W.8.3 Create writing that utilizes: a.W8.3a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.
	4.W9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	a.W9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.

Speaking and Listening	<p>1. SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.</p> <p>a.SL8.1a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p> <p>b.SL8.1b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.</p> <p>c.SL8.1c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.</p> <p>d.8.1d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented.</p>
	<p>2. SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>a.SL8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.</p>
Language	<p>1. L2 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p>	<p>a.L8.2a - Verify the preliminary determination of the meaning of a word or phrase (e.g by checking the inferred meaning in context or in a dictionary).</p> <p>L8.2b - Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p>
	<p>2. L6 - Discern when and it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.</p>	<p>Appropriately use and explain the intended purpose of conventions with:</p> <p>a.L8.6a Punctuation to recognize a pause or break</p> <p>b.L8.6b Ellipsis to indicate an omission.</p> <p>c.L8.6c Correct spelling</p>

**Spoooner Area School District**  
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**Grade 9**

	Outcomes	Benchmarks
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration.(RI&RL) <b>(Used in unit R+J and short stories)</b>
	2. R2: Summarize key ideas and details in order to identify central ideas or themes of a text and analyze their development.	a.R9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details.(RI&RL) <b>(R+J + short stories)</b>
	3. R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) <b>(R+J + short stories)</b>
Writing	1. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write text in a variety of modes: b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic <b>(informative essay)</b>
	2. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W.9-10.3 Create writing that utilizes: a.W9-10.3a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b.W9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. W9-10.3c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. <b>(learning targets for previous standard)</b>
	5.W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.	a.W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <b>(informative essay)</b>

Speaking and Listening	3.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	a.SL9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation <b>(informative essay)</b>
Language	1. L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	a.L9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

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**Grade 10**

	Outcomes	Benchmarks
Reading	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration.(RI&RL) <b>(Used in Short Story Review &amp; Novel Unit)</b>
	3. R3: Analyze how	a.R9-10.3 (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
	5.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	a.R9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)
Writing	1. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	2. W3 - Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience.	W.9-10.3 Create writing that utilizes: a.W9-10.3a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.  b.W9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  c. W9-10.3c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. <b>(Learning targets for 10.2)</b>
	5.W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format.	a.W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening	<p>1.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p> <p>a.SL9-10.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p> <p>b.SL9-10.1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.</p> <p>c.9-10.1c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives. d.9-10.1d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <b>(Use substandards as learning targets)</b></p>
	<p>2. SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>a.SL9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
	<p>3.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>a.SL9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>
	<p>4.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>a.SL9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
	Language	<p>1. L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.</p>

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**Grade 11 (Honors I) - Grade 12 (Honors II)**

**11-12 ELA ELECTIVES**

**Honors 3 / WRIT 114 Reviews 11-12 Standards + Aligns to UW Learning Outcomes**

	Outcomes	Benchmarks
<b>Reading</b>	1. R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	a.R11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; including determining where the text is ambiguous; develop questions for deeper understanding and further exploration <b>(all)</b>
	2. R3: Analyze how and why individuals, events, and ideas develop and interact over a course of a text.	a.R11-12.3 In literary texts, analyze the impact of the author's choices. (RL) <b>(Honors I and electives)</b>
	4.R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	a.R11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) <b>(all)</b>  In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI) <b>(Honors II)</b>
	5.R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	a.R11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g. persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RL&RI) <b>(Honors I + II)</b>
	6.R7: Integrate and evaluate content presented in diverse media and formats.	a.R11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g. works of art, graphic novels, music, film, etc.) specifically evaluating how each version interprets the source. (RL) <b>(electives)</b>  In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI) <b>(Honors I)</b>
	7. R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	a.R11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) <b>(Honors I, Honors II, writing/speaking electives)</b>

Writing	<p>1. W2 - Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write text in a variety of modes:</p> <p>a. W11-12.2a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. <b>(all)</b></p> <p>c. W11-12.2c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. <b>(creative writing)</b></p>
	<p>3.W7 Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation.</p>	<p>a.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. <b>(all)</b></p>
Speaking and Listening	<p>1. SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL11-12.1 Initiate and participate effectively in a range of collaborative discussions (one on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p> <p>a.SL11-12.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p> <p>b.SL11-12.1b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.</p> <p>c.11-12.1c. Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives. d.11-12.1d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>(all - sub standards = learning targets)</b></p>
	<p>3.SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>a.SL11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>(Honors II)</b></p>
	<p>4.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</p>	<p>a.SL11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives</p>

	organization, development, and style are appropriate to task, purpose, and audience.	addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. <b>(all)</b>
	5.SL5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	a.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>(all)</b>
Language	1. L3 - Determine an understanding of figurative language, word relationships, and nuances in word meanings.	a.L11-12.3a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. L11-12.3b Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas and cultures. <b>(Honors II and electives)</b>