

# Spoooner Area School District

## K-12 English Language Arts Curriculum

### Outcomes and Benchmarks



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

| Kindergarten             |  |  |
|--------------------------|--|--|
|                          | Outcomes   | Benchmarks   |
| <b>Foundation Skills</b> | 1. Demonstrate understanding of the organization and basic features of print.  | <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Demonstrate an understanding of the organization and basic features of print.</li> <li>c. Recognize that spoken words are represented in written language by a specific sequence of letters.</li> <li>d. Recognize and name all upper and lower-case letters of the alphabet.</li> </ul>   |
|                          | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  | <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend and segment syllables in spoken words (1 and 2 syllables).</li> <li>c. Blend and segment onset and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>g. Add or substitute initial sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> |
|                          | 3. Know and apply grade-level phonics and word analysis skills in decoding words.  | <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul>  |
|                          | 4. Read emergent-reader texts with purpose and understanding.  | <ul style="list-style-type: none"> <li>a. Demonstrate print matching in a single line one-syllable sentence.</li> <li>b. Develop a cross-checking cueing system using illustrations and the first letter of a word. (with assistance)</li> <li>c. Use illustrations to discuss the story.</li> </ul>   |
| <b>Reading</b>           | 5. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> <li>a. With prompting and support <u>answer questions</u> about key details in a text.</li> </ul>   |
|                          | 6. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | <ul style="list-style-type: none"> <li>a. With prompting and support, retell familiar stories, including key details.</li> </ul>   |
|                          | 7. Assess how point of view or purpose shapes the content and style of a text.   | <ul style="list-style-type: none"> <li>a. With prompting and support, define the role of an author and an illustrator.</li> </ul>  |
| <b>Writing</b>           | 8. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  | <ul style="list-style-type: none"> <li>a. Use a combination of drawing, dictating, and writing to narrate a single event, real or imagined. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> </ul>  |
|                          | 9. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>a. Print many upper and lowercase letters.</li> </ul>   |
| <b>Language</b>          | 10. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | <ul style="list-style-type: none"> <li>a. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>  |

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| First Grade                   |  |   |
|-------------------------------|--|---|
|                               | Outcomes   | Benchmarks  |
| <b>Foundation Skills</b>      | 1. Demonstrate understanding of the organization and basic features of print.  | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  |
|                               | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  | a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (closed syllable words)<br>c. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|                               | 3. Know and apply grade-level phonics and word analysis skills in decoding words.  | a. Decode regularly spelled one-syllable words: CVC, CCVC, CVCe.<br>b. Recognize and read grade-appropriate irregularly spelled words.  |
|                               | 4. Read with sufficient accuracy and fluency to support comprehension.   | a. Read grade-level text with purpose and understanding.  |
| <b>Reading</b>                | 5. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | a. Ask and answer questions about key details in a text.  |
|                               | 6. Analyze how and why individuals, events or ideas develop and interact over the course of a text.  | a. Describe characters, settings, and major events in a story, using illustrations and key details.   |
|                               | 7. Assess how point of view or purpose shapes the content and style of a text.   | a. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   |
| <b>Writing</b>                | 8. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              | a. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  |
|                               | 9. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  | a. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened.   |
| <b>Speaking and Listening</b> | 10. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
| <b>Language</b>               | 11. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | a. Print all upper and lowercase letters.<br>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).   |

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| Second Grade                  |  |   |
|-------------------------------|--|---|
|                               | Outcomes   | Benchmarks  |
| <b>Foundation Skills</b>      | 1. Know and apply grade-level phonics and word analysis skills in decoding words.  | <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> |
|                               | 2. Read grade-level text with purpose and understanding.   | <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ul>  |
| <b>Reading</b>                | 3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> <li>a. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> </ul>   |
|                               | 4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | <ul style="list-style-type: none"> <li>a. Recount stories, including fables and folktales from diverse cultures.</li> <li>b. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> </ul>   |
| <b>Writing</b>                | 5. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              | <ul style="list-style-type: none"> <li>a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> </ul>   |
|                               | 6. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  | <ul style="list-style-type: none"> <li>a. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings.</li> </ul>   |
| <b>Speaking and Listening</b> | 7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  | <ul style="list-style-type: none"> <li>a. 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 texts under discussion).</li> </ul>  |
| <b>Language</b>               | 8. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>a. Form and use the past tense of frequently occurring regular and irregular verbs (e.g., <i>sat</i>, <i>hid</i>, <i>told</i>).</li> </ul>   |
|                               | 9. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  | <ul style="list-style-type: none"> <li>a. Generalize learned spelling patterns when writing words.</li> </ul>   |
|                               | 10. Demonstrate understanding of word relationships and nuances in word meanings.  | <ul style="list-style-type: none"> <li>a. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurt</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ul>                                |

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

| Third Grade                   |  |  |
|-------------------------------|--|--|
|                               | Outcomes   | Benchmarks   |
| <b>Foundation Skills</b>      | 1. Know and apply grade-level phonics and word analysis skills in decoding words.  | <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode multisyllable words. (2-3 syllables)</li> <li>c. Read grade-appropriate irregularly spelled words.</li> </ul>  |
|                               | 2. Read with sufficient accuracy and fluency to support comprehension.   | <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ul>   |
| <b>Reading</b>                | 3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | <ul style="list-style-type: none"> <li>a. Recount stories, including fables, folktales, and myths from diverse cultures.</li> <li>b. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>   |
|                               | 4. Analyze how and why individuals, events or ideas develop and interact over the course of a text.  | <ul style="list-style-type: none"> <li>a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>   |
|                               | 5. 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. | <ul style="list-style-type: none"> <li>a. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>b. By the end of the year, read and comprehend literature, including stories, dramas, and poetry.</li> </ul>  |
| <b>Writing</b>                | 6. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      | <ul style="list-style-type: none"> <li>a. Develop the topic with facts, definitions, and details.</li> </ul>   |
|                               | 7. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   | <ul style="list-style-type: none"> <li>a. Organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>   |
| <b>Speaking and Listening</b> | 8. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  | <ul style="list-style-type: none"> <li>a. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>   |
| <b>Language</b>               | 9. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in sentence.</li> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</li> </ul>   |
|                               | 10. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | <ul style="list-style-type: none"> <li>a. Use conventional spelling for high-frequency and other studied words</li> <li>b. Use conventional spelling for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>)</li> <li>c. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</li> </ul> |

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

| Fourth Grade                  |   |   |
|-------------------------------|---|---|
|                               | Outcomes  | Benchmarks  |
| <b>Foundation Skills</b>      | 1. Know and apply grade-level phonics and word analysis skills in decoding words.   | a. 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. Read with sufficient accuracy and fluency to support comprehension.  | a. Read grade-level text with purpose and understanding.<br>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>Reading</b>                | 3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Recount stories, including fables, folktales, and myths from diverse cultures.<br>b. Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |
|                               | 4. Analyze how and why individuals, events or ideas develop and interact over the course of a text.   | a. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).   |
|                               | 5. 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. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |
| <b>Writing</b>                | 6. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   | a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting. (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.   |
|                               | 7. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  | a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. |
| <b>Speaking and Listening</b> | 8. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  | a. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.   |
| <b>Language</b>               | 9. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | a. Form and use verb tenses, with emphasis on past tense verb agreement.<br>b. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*   |
|                               | 10. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  | a. Use correct capitalization.<br>b. Spell grade-appropriate words correctly, consulting references as needed.  |
|                               | 11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).  |

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

| Grade 5                       |   |   |
|-------------------------------|---|---|
|                               | Outcomes  | Benchmarks  |
| <b>Foundation Skills</b>      | 1. Know and apply grade-level phonics and word analysis skills in decoding words.   | a. 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. Read with sufficient accuracy and fluency to support comprehension.  | a. Read grade-level text with purpose and understanding.<br>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| <b>Reading</b>                | 3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                      | a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Narrative and Informational reading)  |
|                               | 4. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Determine a theme of a story, drama or poem from the details in the text including how characters in a story, drama or poem respond to challenges.<br>b. Summarize the text.   |
|                               | 5. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  | a. Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text ie: how characters interact.<br>b. Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.  |
|                               | 6. 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. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.<br>b. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.   |
| <b>Writing</b>                | 7. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   | a. Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.<br>b. Link ideas within and across categories of information using words, phrases and clauses.<br>c. Use precise language and domain-specific vocabulary to inform or explain the topic.<br>d. Provide a concluding statement.   |
|                               | 8. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  | a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Develop experiences and events or show the responses of characters to situations. (Dialogue, details and description)<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. |
| <b>Speaking and Listening</b> | 9. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br>b. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   |
| <b>Language</b>               | 10. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.<br>c. Use verb tense to convey various times, sequences, states, and conditions.<br>d. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).   |
|                               | 11. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  | a. Use punctuation to separate items in a series.<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Spell correctly.   |
|                               | 12. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).   |

**Spoooner Area School District**  
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| Grade 6                       |   |   |
|-------------------------------|---|---|
|                               | Outcomes  | Benchmarks  |
| <b>Reading</b>                | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                      | a. Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Narrative and Informational reading)   |
|                               | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Narrative and Informational)   |
|                               | 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  | a. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br>b. Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text IE: through examples or anecdotes.  |
|                               | 4. 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. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.<br>b. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.   |
| <b>Writing</b>                | 5. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   | a. Introduce claim(s) and organize the reasons and evidence clearly.<br>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from the argument presented.   |
|                               | 6. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   | a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>e. Provide a conclusion that follows from the narrated experiences or events. |
| <b>Speaking and Listening</b> | 7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | a. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.<br>b. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| <b>Language</b>               | 8. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., <i>myself, ourselves</i> ).<br>b. Recognize and correct inappropriate shifts in pronoun number and person.<br>c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).<br>d. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.   |
|                               | 9. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. Spell correctly.   |
|                               | 10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).  |

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

| Grade 7                |   |  |
|------------------------|---|--|
|                        | Outcomes  | Benchmarks   |
| Reading                | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                      | a. Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Narrative and Informational)  |
|                        | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Narrative and Informational)  |
|                        | 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  | a. Analyze how particular elements of a story, drama or poem interact ie: How setting shapes the characters or plot.<br>b. Analyze the interactions between individual, event or idea is introduced, illustrated and elaborated in a text ie: examples or anecdotes.   |
|                        | 4. 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. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound on a specific verse or stanza of a poem or section of a story or drama.   |
| Writing                | 5. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   | a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from and supports the argument presented.   |
|                        | 6. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   | a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| Speaking and Listening | 7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.<br>b. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   |
| Language               | 8. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | a. Explain the function of phrases and clauses in general and their function in specific sentences.<br>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  |
|                        | 9. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).<br>b. Spell correctly.  |
|                        | 10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).   |

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

| Grade 8                       |   |  |
|-------------------------------|---|--|
|                               | Outcomes  | Benchmarks   |
| <b>Reading</b>                | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                      | a. Cite the text evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. (Narrative and Informational)  |
|                               | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot<br>b. Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas<br>c. Provide an objective summary of the text. (Narrative and Informational)  |
|                               | 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  | a. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.<br>b. Analyze how a text makes connections among and distinctions between individual, ideas or events ie: comparisons, analogies or categories.   |
|                               | 4. 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. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.<br>b. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.   |
| <b>Writing</b>                | 5. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                   | a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.<br>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.<br>c. Establish and maintain a formal style.<br>d. Provide a concluding statement or section that follows from and supports the argument presented.  |
|                               | 6. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   | a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.<br>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.<br>c. 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.<br>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.<br>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| <b>Speaking and Listening</b> | 7. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | a. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.<br>b. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  |
| <b>Language</b>               | 8. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.   | a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.<br>b. Form and use verbs in the active and passive voice.<br>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.<br>d. Recognize and correct inappropriate shifts in verb voice and mood.   |
|                               | 9. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   | a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Spell correctly.   |
|                               | 10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).   |

## Spoooner Area School District K-12 English Language Arts Standards Alignment

| Grades 9 & 10  |   |   |
|----------------|---|---|
|                | Outcomes  | Benchmarks  |
| <b>Reading</b> | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  | a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
|                | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   | a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   |
|                | 3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | a. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).   |
|                | 4. 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. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  |
|                | 5. Assess how point of view or purpose shapes the content and style of a text.  | a. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   |
|                | 6. 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. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.<br>b. Identify false statements and fallacious reasoning.   |
| <b>Writing</b> | 7. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  | a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topic) |
|                | 8. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | a. 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.<br>b. 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.<br>c. Use words, phrases, and clauses to link the major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented.   |
|                | 9. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  | a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.<br>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.<br>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |

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

|                               |   |  |
|-------------------------------|---|--|
| <b>Speaking and Listening</b> | 11. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.  | <p>a. Come to the discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to 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.</p> |
|                               | 12. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks | a. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks   |
|                               | 13. 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.   | a. 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.   |
|                               | 14. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.   | a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.   |
| <b>Language</b>               | 15. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>  |
|                               | 16. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  | <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>   |

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

**Grades 11 & 12**

| Grades 11 & 12 |   |  |
|----------------|---|--|
|                | Outcomes  | Benchmarks   |
| <b>Reading</b> | 17. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.   | a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.   |
|                | 18. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   | a. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account<br>b. Provide an objective summary of the text.  |
|                | 19. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | a. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)   |
|                | 20. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   | a. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.   |
|                | 21. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. <i>The Federalist</i> , presidential addresses).          | a. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. <i>The Federalist</i> , presidential addresses).  |
|                | 22. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  | a. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  |
| <b>Writing</b> | 23. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   | a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.<br>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.<br>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.<br>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>f. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
|                | 24. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.<br>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.<br>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.<br>e. Provide a concluding statement or section that follows from and supports the argument presented.   |

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

|                        |   |  |
|------------------------|---|--|
|                        | 25. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. 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).</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>                               |
| Speaking and Listening | 26. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.   | <ul style="list-style-type: none"> <li>a. Come to the discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to 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; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to 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.</li> </ul> |
|                        | 27. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks | <ul style="list-style-type: none"> <li>b. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</li> </ul>   |
|                        | 28. 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.   | <ul style="list-style-type: none"> <li>b. 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.</li> </ul>   |
| Language               | 29. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  | <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ul>  |
|                        | 30. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | <ul style="list-style-type: none"> <li>a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>  |
|                        | 31. 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.   | <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>  |

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

| <b>Foundation Skills Alignment</b> |   |
|------------------------------------|---|
| <b>Grades K-5</b>                  |   |
| <b>Kindergarten</b>                | <ol style="list-style-type: none"> <li>1. Follow words from left to right, top to bottom, and page by page.</li> <li>2. Demonstrate an understanding of the organization and basic features of print.</li> <li>3. Recognize that spoken words are represented in written language by a specific sequence of letters.</li> <li>4. Recognize and name all upper and lower-case letters of the alphabet.</li> <li>5. Recognize and produce rhyming words.</li> <li>6. Count, pronounce, blend and segment syllables in spoken words (1 and 2 syllables).</li> <li>7. Blend and segment onset and rimes of single-syllable spoken words.</li> <li>8. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>9. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>10. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>11. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>12. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>13. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>14. Demonstrate print matching in a single line one-syllable sentence.</li> <li>15. Develop a cross-checking cueing system using illustrations and the first letter of a word. (with assistance)</li> <li>16. Use illustrations to discuss the story.</li> </ol> |
| <b>Grade 1</b>                     | <ol style="list-style-type: none"> <li>1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>2. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (closed syllable words)</li> <li>4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>5. Decode regularly spelled one-syllable words. CVC, CCVC, CVCe</li> <li>6. Recognize and read grade-appropriate irregularly spelled words.</li> <li>7. Read grade-level text with purpose and understanding.</li> </ol>  |
| <b>Grade 2</b>                     | <ol style="list-style-type: none"> <li>1. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>2. Decode regularly spelled two-syllable words with long vowels.</li> <li>3. Recognize and read grade-appropriate irregularly spelled words.</li> <li>4. Read grade-level text with purpose and understanding.</li> </ol>   |
| <b>Grade 3</b>                     | <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Read grade-level text with purpose and understanding.</li> <li>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>   |
| <b>Grade 4</b>                     | <ol style="list-style-type: none"> <li>1. Use a 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.</li> <li>2. Read grade-level text with purpose and understanding.</li> <li>3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>   |
| <b>Grade 5</b>                     | <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Read grade-level text with purpose and understanding.</li> <li>3. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>  |

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

| Reading Skills Alignment |   |
|--------------------------|---|
| Grades K-12              |   |
| <b>Kind.</b>             | <ol style="list-style-type: none"> <li>1. With prompting and support <u>answer questions</u> about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, define the role of an author and an illustrator.</li> </ol>   |
| <b>Grade 1</b>           | <ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Describe characters, settings, and major events in a story, using illustrations and key details.</li> <li>3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ol>  |
| <b>Grade 2</b>           | <ol style="list-style-type: none"> <li>1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>2. Recount stories, including fables and folktales from diverse cultures.</li> <li>3. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> </ol>  |
| <b>Grade 3</b>           | <ol style="list-style-type: none"> <li>1. Recount stories, including fables, folktales, and myths from diverse cultures.</li> <li>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> <li>4. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> </ol>  |
| <b>Grade 4</b>           | <ol style="list-style-type: none"> <li>1. Recount stories, including fables, folktales, and myths from diverse cultures.</li> <li>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> </ol>  |
| <b>Grade 5</b>           | <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Narrative and Informational reading)</li> <li>2. Determine a theme of a story, drama or poem from the details in the text including how characters in a story, drama or poem respond to challenges.</li> <li>3. Summarize the text.</li> <li>4. Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text ie: how characters interact.</li> <li>5. Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.</li> <li>6. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>7. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</li> </ol>                            |
| <b>Grade 6</b>           | <ol style="list-style-type: none"> <li>1. Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Narrative and Informational reading)</li> <li>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Narrative and Informational)</li> <li>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li> <li>4. Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text IE: through examples or anecdotes.</li> <li>5. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</li> <li>6. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.</li> </ol> |
| <b>Grade 7</b>           | <ol style="list-style-type: none"> <li>1. Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Narrative and Informational)</li> <li>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Narrative and Informational)</li> <li>3. Analyze how particular elements of a story, drama or poem interact ie: How setting shapes the characters or plot.</li> <li>4. Analyze the interactions between individual, event or idea is introduced, illustrated and elaborated in a text ie: examples or anecdotes.</li> <li>5. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound on a specific verse or stanza of a poem or section of a story or drama.</li> </ol>  |
| <b>Grade 8</b>           | <ol style="list-style-type: none"> <li>1. Cite the text evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text. (Narrative and Informational)</li> <li>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot</li> <li>3. Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas</li> </ol>  |

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

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|                     | <ol style="list-style-type: none"> <li>4. Provide an objective summary of the text. (Narrative and Informational)</li> <li>5. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.</li> <li>6. Analyze how a text makes connections among and distinctions between individual, ideas or events ie: comparisons, analogies or categories.</li> <li>7. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</li> <li>8. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ol>   |
| <b>Grades 9-10</b>  | <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>4. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>5. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> <li>6. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</li> <li>7. Identify false statements and fallacious reasoning.</li> </ol>   |
| <b>Grades 11-12</b> | <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.</li> <li>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account</li> <li>3. Provide an objective summary of the text.</li> <li>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</li> <li>5. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</li> <li>6. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. <i>The Federalist</i>, presidential addresses).</li> <li>7. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> </ol> |

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

| <b>Writing Skills Alignment</b> |   |
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| <b>Grades K-12</b>              |   |
| <b>Kind.</b>                    | <ol style="list-style-type: none"> <li>1. Use a combination of drawing, dictating, and writing to narrate a single event, real or imagined. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>2. Print many upper- and lowercase letters.</li> </ol>  |
| <b>Grade 1</b>                  | <ol style="list-style-type: none"> <li>1. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>2. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings.</li> </ol>  |
| <b>Grade 2</b>                  | <ol style="list-style-type: none"> <li>1. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>2. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings.</li> </ol>  |
| <b>Grade 3</b>                  | <ol style="list-style-type: none"> <li>1. Develop the topic with facts, definitions, and details.</li> <li>2. Organize an event sequence that unfolds naturally.</li> <li>3. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>4. Use temporal words and phrases to signal event order.</li> <li>5. Provide a sense of closure.</li> </ol>  |
| <b>Grade 4</b>                  | <ol style="list-style-type: none"> <li>1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting. (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>2. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>3. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>4. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>5. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>6. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>  |
| <b>Grade 5</b>                  | <ol style="list-style-type: none"> <li>1. Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>2. Link ideas within and across categories of information using words, phrases and clauses.</li> <li>3. Use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>4. Provide a concluding statement.</li> <li>5. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>6. Develop experiences and events or show the responses of characters to situations. (Dialogue, details and description)</li> <li>7. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>8. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>9. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>  |
| <b>Grade 6</b>                  | <ol style="list-style-type: none"> <li>1. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>4. Establish and maintain a formal style.</li> <li>5. Provide a concluding statement or section that follows from the argument presented.</li> <li>6. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>7. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>8. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>9. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>10. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>   |
| <b>Grade 7</b>                  | <ol style="list-style-type: none"> <li>1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>4. Establish and maintain a formal style.</li> <li>5. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>6. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>7. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>8. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>9. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>10. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol> |
| <b>Grade 8</b>                  | <ol style="list-style-type: none"> <li>1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>3. Establish and maintain a formal style.</li> <li>4. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>5. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>6. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> </ol>   |

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

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|                     | <ol style="list-style-type: none"> <li>7. 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.</li> <li>8. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>9. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>  |
| <b>Grades 9-10</b>  | <ol style="list-style-type: none"> <li>1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>6. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topic)</li> <li>7. 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.</li> <li>8. 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.</li> <li>9. Use words, phrases, and clauses to link the major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>10. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>11. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>12. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>13. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>14. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>15. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>16. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>   |
| <b>Grades 11-12</b> | <ol style="list-style-type: none"> <li>1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>6. Provide a concluding statement or section that follows from the supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> <li>7. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>8. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>9. Use words, phrases, and clauses as well as varied syntax to link the major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>10. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>11. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>12. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>13. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>14. 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).</li> <li>15. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>16. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> |

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

| <b>Speaking and Listening Skills</b> |  |
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| <b>Grades K-12</b>                   |  |
| <b>Grade 1</b>                       | 1. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| <b>Grade 2</b>                       | 1. 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 texts under discussion).   |
| <b>Grade 3</b>                       | 1. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>Grade 4</b>                       | 1. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  |
| <b>Grade 5</b>                       | 1. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br>2. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  |
| <b>Grade 6</b>                       | 1. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.<br>2. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.   |
| <b>Grade 7</b>                       | 1. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.<br>2. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   |
| <b>Grade 8</b>                       | 1. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.<br>2. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  |
| <b>Grades 9-10</b>                   | 1. Come to the discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.<br>3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.<br>4. Respond thoughtfully to 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.<br>5. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.<br>6. 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>Grades 11-12</b>                  | 1. Come to the discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.<br>2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br>3. Propel conversations by posing and responding to 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; and promote divergent and creative perspectives.<br>4. Respond thoughtfully to 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.<br>5. Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.<br>6. 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.               |

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

| Language Skills Alignment |  |
|---------------------------|--|
| Grades K-12               |  |
| <b>Kind.</b>              | <ol style="list-style-type: none"> <li>1. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>  |
| <b>Grade 1</b>            | <ol style="list-style-type: none"> <li>1. Print all upper- and lowercase letters.</li> <li>2. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ol>   |
| <b>Grade 2</b>            | <ol style="list-style-type: none"> <li>1. Form and use the past tense of frequently occurring regular and irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>2. Generalize learned spelling patterns when writing words.</li> <li>3. Distinguish shades of meaning among closely related verbs (e.g., thin, slender, skinny, scrawny).</li> </ol>   |
| <b>Grade 3</b>            | <ol style="list-style-type: none"> <li>1. Form and use verb tenses, with emphasis on past tense verb agreement.</li> <li>2. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>3. Use correct capitalization.</li> <li>4. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>5. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> </ol>   |
| <b>Grade 4</b>            | <ol style="list-style-type: none"> <li>1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>2. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in sentence.</li> <li>3. Form and use regular and irregular plural nouns.</li> <li>4. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>5. Use conventional spelling for high-frequency and other studied words</li> <li>6. Use conventional spelling for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</li> <li>7. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> </ol>  |
| <b>Grade 5</b>            | <ol style="list-style-type: none"> <li>1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>2. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>3. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>4. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> <li>5. Use punctuation to separate items in a series.</li> <li>6. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>7. Spell correctly.</li> <li>8. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of words and phrases.</li> <li>9. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words.</li> </ol> |
| <b>Grade 6</b>            | <ol style="list-style-type: none"> <li>1. Ensure that pronouns are in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>2. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>3. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>4. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>5. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>6. Spell correctly.</li> </ol>  |
| <b>Grade 7</b>            | <ol style="list-style-type: none"> <li>1. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>2. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>4. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>5. Spell correctly.</li> <li>6. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> </ol>   |
| <b>Grade 8</b>            | <ol style="list-style-type: none"> <li>1. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>2. Form and use verbs in the active and passive voice.</li> <li>3. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>4. Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>5. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>6. Use an ellipsis to indicate an omission.</li> <li>7. Spell correctly.</li> <li>8. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>9. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</li> </ol>                      |

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

|                     |   |
|---------------------|---|
| <b>Grades 9-10</b>  | <ol style="list-style-type: none"> <li>1. Use parallel structure.*</li> <li>2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>3. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>4. Use a colon to introduce a list or quotation.</li> <li>5. Spell correctly.</li> </ol>   |
| <b>Grades 11-12</b> | <ol style="list-style-type: none"> <li>1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>2. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> <li>3. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions.</li> <li>4. Spell correctly.</li> <li>5. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ol> |