

Correlations between the
State of Maryland
English Language Arts Standards
for grade 4

and

Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Maryland English/Language Arts Standards – 4th Grade

Maryland English/Language Arts Standards – 4 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
Reading												
Standard 1.0 General Reading Processes												
B. Phonics -Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.												
1. Use a variety of phonetic skills to read unfamiliar words												
a. Apply phonics skills	●	●	●	●	●	●	●	●	●	●	●	●
C. Fluency -Students will read orally with accuracy and expression at a rate that sounds like speech.												
1. Read orally at an appropriate rate												
a. Read familiar text at a rate that is conversational and consistent	●	●	●	●	●	●	●	●	●	●	●	●
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression												
a. Apply knowledge of word structures and patterns to read with automaticity	●	●	●	●	●	●	●	●	●	●	●	●
b. Demonstrate appropriate use of phrasing * Attend to sentence patterns and structures that signal meaning in text * Use punctuation cues to guide meaning and expression * Use pacing and intonation to convey meaning and expression * Adjust intonation and pitch appropriately	●	●	●	●	●	●	●	●	●	●	●	●
c. Increase sight words read fluently	●	●	●	●	●	●	●	●	●	●	●	●
D. Vocabulary -Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.												
1. Develop and apply vocabulary through exposure to a variety of texts												
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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c. Collect 12-20 new words for deeper study each week	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Develop a conceptual understanding of new words												
a. Classify and categorize increasingly complex words into sets and groups	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Identify and explain word relationships, to determine the meanings of words	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Identify and use correctly new words acquired through study of their relationships to other words	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
3. Understand, acquire, and use new vocabulary												
a. Use context to determine the meanings of words Assessment limit: * Above grade-level words used in context * Words with multiple meanings	●	●	●	●	●	●	●	●	●	●	●	●
b. Use word structure to determine the meaning of words Assessment limit: * Grade-appropriate prefixes and suffixes * Grade-appropriate root words * Grade-appropriate inflectional endings									●		●	
c. Use resources to determine the meanings of words	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
E. General Reading Comprehension -Students will use a variety of strategies to understand what they read (construct meaning).												
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts												
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	●	●	●	●	●	●	●	●	●	●	●	●

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b. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Use strategies to prepare for reading (before reading)												
a. Survey and preview the text by examining features such as the title, pictures, illustrations, photographs, charts, and graphs	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
b. Set a purpose for reading the text	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Make predictions and ask questions about the text	●●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
d. Make connections to the text from prior knowledge and experiences	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
3. Use strategies to make meaning from text (during reading)												
a. Reread the difficult parts slowly and carefully	●	●	●	●	●	●	●	●	●	●	●	●
b. Use own words to restate the difficult part	●	●	●	●	●	●	●	●	●	●	●	●
c. Read on and revisit the difficult part	●	●	●	●	●	●	●	●	●	●	●	●
d. Skim the text to search for connections between and among ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●	●●
e. Make, confirm, or adjust predictions	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
f. Periodically summarize while reading	●	●	●	●	●●	●	●	●	●	●	●	●
g. Periodically paraphrase important ideas or information	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
h. Visualize what was read for deeper understanding	●	●	●	●	●	●	●	●●●	●●●	●	●	●
i. Use a graphic organizer or another note-taking technique to record important ideas or information	●●	●●	●●	●	●●	●	●●	●	●●	●	●	●

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j. Explain personal connections to the ideas or information in the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
4. Use strategies to demonstrate understanding of the text (after reading)												
a. Identify and explain the main idea Assessment limit: * Of the text or a portion of the text	●	●	●	●	●●●	●	●	●	●	●	●	●
b. Identify and explain what is directly stated in the text Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Identify and explain what is not directly stated in the text by drawing inferences Assessment limit: * From the text or a portion of the text	●	●●●	●	●	●	●	●●●	●	●	●	●●●	●
d. Draw conclusions or make generalizations about the text Assessment limit: * From the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
e. Confirm, refute, or make predictions and form new ideas Assessment limit: * The development, topics, or ideas that might logically be included if the text were extended	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
f. Paraphrase the main idea Assessment limit: * Of the text or a portion of the text	●	●	●	●	●●	●	●	●	●	●	●	●
g. Summarize Assessment limit: * The text or a portion of the text	●	●	●	●	●●●	●	●	●	●	●	●	●

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h. Connect the text to prior knowledge or personal experience Assessment limit: * Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Informational Standard 2.0 Comprehension of Informational Text Students will read, comprehend, interpret, analyze, and evaluate informational text.												
A. Comprehension of Informational Text 1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media												
a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, and journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge Assessment limit: * Grade-appropriate informational texts	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents Assessment limit: * Grade-appropriate functional documents	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, and web sites	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Identify and use text features to facilitate understanding of informational texts												
a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print features encountered in informational texts Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend, graphs, charts/tables, and diagrams, other graphic aids encountered in informational texts Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, boxed text Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps Assessment limit: * In the text or a portion of the text												
f. Identify and explain the contributions of text features to meaning Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
3. Develop knowledge of organizational structure of informational text to understand what is read												
a. Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, similarities/differences, main idea and supporting details, cause/effect, and problem/solution Assessment limit: * In the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●
b. Identify and use words and phrases associated with common organizational patterns such as words that show chronology (first, second, third), description (above, beneath, next to, beside), cause and effect (because, as a result), sequence (next, then, finally) Assessment limit: * In the text or a portion of the text	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
4. Determine important ideas and messages in informational texts												
a. Identify and explain the author's/text's purpose and intended audience Assessment limit: * Purpose of the author or the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●

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b. Identify and explain the author's opinion Assessment limit: * In the text or a portion of the text												
c. State and support main ideas and messages Assessment limit: * In the text or a portion of the text	●	●	●	●	●●	●	●	●	●	●	●	●
d. Summarize or paraphrase Assessment limit: * The text or a portion of the text	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
e. Identify and explain information not related to the main idea Assessment limit: * In the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●
f. Identify and explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology Assessment limit: * In the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●
g. Draw conclusions and inferences and make generalizations and predictions from text Assessment limit: * From one text or a portion of the text or across multiple texts	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
h. Distinguish between a fact and an opinion Assessment limit: * In one or more texts or a portion of a text	●	●	●	●	●	●	●	●	●	●	●	●

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i. Identify and explain how someone might use the text Assessment limit: * Application of the text for personal use or content-specific use	●●	●●	●●	●	●●	●●	●	●●	●●	●●	●	●●
j. Connect the text to prior knowledge or experience Assessment limit: * Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5. Identify and explain the author's use of language												
a. Identify and explain specific words or phrases that contribute to the meaning of a text Assessment limit: * Significant words and phrases (e.g., similes, metaphors, personification, etc.) in the text or a portion of the text * Connotations of grade-appropriate words in context * Denotations of above-grade-level words in context	●	●	●	●	●	●	●	●	●	●	●	●
b. Identify and explain specific words and punctuation that create tone Assessment limit: * In the text or a portion of the text												
c. Identify and explain the effect of repetition of words and phrases Assessment limit: * In the text or a portion of the text												
6. Read critically to evaluate informational text												

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a. Explain whether the text fulfills the reading purpose Assessment limit: * Connections between the content of the text and the purpose for reading	●	●	●	●	●	●	●	●	●	●	●	●
b. Identify and explain additions or changes to format or text features that would make the text easier to understand Assessment limit: * In the text or a portion of the text												
c. Identify and explain what makes the text a reliable source of information	●	●	●	●	●	●	●	●	●	●	●	●
d. Explain whether or not the author's opinion is presented fairly												
e. Identify and explain information not included in the text Assessment limit: * Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●
f. Identify and explain words and other techniques that affect the reader's feelings Assessment limit: * Significant words that have an emotional appeal												
Literary Standard 3.0 Comprehension of Literary Text Students will read, comprehend, interpret, analyze, and evaluate literary texts.												
A. Comprehension of Literary Text												
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print												

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a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods												
b. Listen to critically, read, and discuss a variety of literary forms and genres	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Use text features to facilitate understanding of literary texts												
a. Identify and explain how organizational aids such as the title of the book, story, poem, or play contribute to meaning Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning Assessment limit: * In the text or a portion of the text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Identify and explain how informational aids such as footnoted words and phrases and captions contribute to meaning Assessment limit: * In the text or a portion of the text	●	●	●	●	●	●	●	●	●	●	●	●
3. Use elements of narrative texts to facilitate understanding												
a. Identify and distinguish among types of narrative texts such as stories, folk tales, realistic fiction, historical fiction, fables, fairy tales, fantasy, and biographies Assessment limit: * Grade-appropriate narrative texts												

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b. Identify and explain the elements of a story Assessment limit: * Main problem, sequence or chronology of events, and solution to the problem												
c. Identify and describe the setting and the mood Assessment limit: * Details that create the setting * Details that create the mood												
d. Identify and analyze the characters Assessment limit: * Character's traits based on what character says, does, and thinks and what other characters or the narrator says * Character's motivations * Character's personal growth and development												
e. Identify and explain relationships between and among characters, setting, and events Assessment limit: * In the text or a portion of the text or across multiple texts												
f. Identify and describe the narrator Assessment limit: * Conclusions about the narrator based on his or her thoughts and/or observations												
4. Use elements of poetry to facilitate understanding												
a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, rhyme scheme, and types of poems such as haiku, diamonte, etc., to identify poetry as a literary form and distinguish among types of poems												

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b. Identify and explain the meaning of words, lines, and stanzas Assessment limit: * Literal versus figurative meaning												
c. Identify and explain sound elements of poetry Assessment limit: * Rhyme, rhyme scheme * Alliteration and other repetition												
d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning Assessment limit: * Elements of grade-appropriate lyric and narrative poems that contribute to meaning												
5. Use elements of drama to facilitate understanding												
a. Use structural features to identify a play as a literary form												
b. Identify and explain the action of a scene Assessment limit: * Literal versus interpretive meaning												
c. Identify and explain stage directions that help to create character and movement												
d. Identify and explain stage directions and dialogue that help to create character Assessment limit: * In the text or a portion of the text												
6. Determine important ideas and messages in literary texts												

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a. Identify and explain main ideas and universal themes Assessment limit: * Main ideas of the text or a portion of the text * Message, moral, or lesson learned from the text												
b. Identify and explain a similar theme in more than one text Assessment limit: * Messages, morals, or lessons learned across texts												
c. Paraphrase Assessment limit: * The text or a portion of the text												
d. Summarize Assessment limit: * The text or a portion of the text												
e. Identify and explain personal connections to the text Assessment limit: * Connections between personal experiences and the theme or main ideas												
7. Identify and describe the author's use of language												
a. Identify and explain how the use of dialogue contributes to a story												
b. Identify and explain specific words and phrases that contribute to meaning Assessment limit: * Significant words and phrases with a specific effect on meaning * Denotations of above-grade-level words used in context												

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c. Identify and explain words and punctuation that create tone Assessment limit: * In the text or a portion of the text												
d. Identify and explain figurative language Assessment limit: * Similes * Metaphors * Personification * Onomatopoeia												
e. Identify and explain language that appeals to the senses and feelings Assessment limit: * Specific words and phrases in the text or a portion of the text												
f. Identify and explain repetition and exaggeration Assessment limit: * In the text or a portion of the text												
8. Read critically to evaluate literary texts												
a. Identify and explain the believability of the characters' actions and the story's events Assessment limit: * In the text or a portion of the text												
b. Identify and explain questions left unanswered by the text Assessment limit: * Questions and predictions about events, situations, and conflicts that might occur if the text were extended												

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c. Identify and explain the relationship between a literary text and its historical context												
<p>Writing Standard 4.0 Writing Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</p>												
A. Writing												
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers												
a. Generate and select topics using techniques such as graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Plan and organize ideas for writing by using an appropriate organizational structure such as chronological or sequential order, comparison and contrast, cause and effect * Complete an idea by providing topic, support and concluding sentences	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade												
a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives	●●	●	●	●	●	●●	●	●●	●	●●	●	●
c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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d. Compose to persuade using significant reasons and relevant support * Agree or disagree with an idea and generate convincing reasons with relevant support * Consider effective forms and word choice												
e. Use writing-to-learn strategies such as diagrams, flow charts, freewriting, learning logs, and "think-aloud's on paper" to connect ideas and thinking about lesson content	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
f. Manage time and process when writing for a given purpose	●	●	●	●	●	●	●	●	●	●	●	●
3. Compose texts using the revising and editing strategies of effective writers and speakers												
a. Revise texts for clarity, completeness, and effectiveness * Eliminate words and ideas that do not support the main idea * Clarify meaning by adding modifiers and sensory words within a sentence * Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end * Provide sentence variety and length by combining sentences and correcting rambling sentences	●	●	●	●	●	●	●	●	●	●	●	●

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b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling * Self edit * Peer edit * Dictionary * Thesaurus * Spell checker * Language handbook	●	●	●	●	●	●	●	●	●	●	●	●
c. Prepare the final product for presentation to an audience	●	●●	●	●	●	●	●	●	●	●	●	●
4. Identify how language choices in writing and speaking affect thoughts and feelings												
a. Select words appropriate for audience, situation, or purpose	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Describe how listeners might respond differently to similar words such as nightmare/dream, loud/deafening, cute/gorgeous	●●					●●		●●		●●		
c. Consider the effect of word choices on the audience	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing												
a. Assess the effectiveness of word choice in student's own composing * Language suitable for a given purpose * Words/phrases that extend meaning	●	●	●	●	●	●	●	●	●	●	●	●
b. Explain how specific words/phrases used by the writer affects reader response	●	●	●	●	●	●	●	●	●	●	●	●
c. Examine and use spatial transitions such as "near," "far," "on the left," and "in the distance"	●					●		●		●		
6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose												

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a. Revise own text for word choice	●	●	●	●	●	●	●	●	●	●	●	●
b. Explain how revisions in word choice affect meaning	●	●	●	●	●	●	●	●	●	●	●	●
7. Locate, retrieve, and use information from various sources to accomplish a purpose												
a. Identify and use sources of information on a topic	●●●	●●●	●●	●●	●●●	●●●	●●	●●	●●●	●●●	●●	●●
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	●●	●●	●●	●	●●	●●	●	●●	●●	●●	●	●●
c. Use note taking, organizational strategies, and simple documentation of information to record and organize information * Participate in teacher-directed note-taking and organization of information	●●●	●●	●●	●	●●	●	●●	●	●●	●	●	●
d. Use information to fulfill a given purpose	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
e. Credit sources when paraphrasing and quoting to avoid plagiarism	●	●	●	●	●	●	●	●	●	●	●	●
Language												
Standard 5.0 Controlling Language												
Students will control language by applying the conventions of Standard English in speaking and writing.												
A. Grammar												
1. Recognize elements of grammar in personal and academic reading												
2. Recognize, recall, and use basic elements of grammar to express ideas clearly												
a. Identify and use parts of speech such as prepositions, conjunctions, and interjections	●	●	●	●	●	●	●	●	●	●	●	●
b. Combine short, related sentences using a series, compound subjects, and key words	●	●	●	●	●	●	●	●	●	●	●	●
c. Compose simple and compound sentences using coordinating conjunctions	●	●	●	●	●	●	●	●	●	●	●	●

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d. Identify and use verb forms such as singular/plural, regular/irregular	●	●	●	●	●	●	●	●	●	●	●	●
e. Identify and use verb tenses such as present, past, and future	●	●	●	●	●	●	●	●	●	●	●	●
B. Usage												
1. Recognize examples of conventional usage in personal and academic reading												
2. Comprehend and apply standard English in oral and written language												
a. Use singular subjects with singular verbs and plural subjects with plural verbs	●	●	●	●	●	●	●	●	●	●	●	●
b. Apply consistent and appropriate use of verb tenses such as past, present, and future; pronouns such as personal, possessive, and pronoun/antecedent agreement; and modifiers	●	●	●	●	●	●	●	●	●	●	●	●
c. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words	●	●	●	●	●	●	●	●	●	●	●	●
d. Use available resources to correct or confirm editorial choices	●	●	●	●	●	●	●	●	●	●	●	●
e. Explain editorial choices	●	●	●	●	●	●	●	●	●	●	●	●
C. Mechanics												
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing												
2. Apply standard English punctuation and capitalization in written language												
a. Use correct and varied end punctuation	●	●	●	●	●	●	●	●	●	●	●	●
b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence	●	●	●	●	●	●	●	●	●	●	●	●
c. Use underlining, quotation marks, or italics to identify titles of documents	●	●	●	●	●	●	●	●	●	●	●	●

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d. Use apostrophes in contractions and possessives	●	●	●	●	●	●	●	●	●	●	●	●
e. Use quotation marks and commas in simple dialogue and for direct quotations	●	●	●	●	●	●	●	●	●	●	●	●
f. Use capital letters correctly in titles and the first word in a direct quotation	●	●	●	●	●	●	●	●	●	●	●	●
g. Indent for paragraphs	●	●	●	●	●	●	●	●	●	●	●	●
D. Spelling												
1. Recognize conventional spelling in and through personal and academic reading												
2. Apply conventional spelling in written language												
a. Spell grade-appropriate high frequency and content words	●	●	●	●	●	●	●	●	●	●	●	●
b. Modify spellings when adding inflectional endings and suffixes	●	●	●	●	●	●	●	●	●	●	●	●
c. Spell one-syllable and multi-syllabic words with complex spelling patterns such as -tion, -ous, ph-, kn-, etc.	●	●	●	●	●	●	●	●	●	●	●	●
d. Access resources as a spelling aid (word wall, dictionary, technology)	●	●	●	●	●	●	●	●	●	●	●	●
e. Use mnemonic devices to recall frequently misspelled words	●	●	●	●	●	●	●	●	●	●	●	●
E. Handwriting												
1. Produce writing that is legible to the audience												
a. Maintain accuracy and automaticity in manuscript and cursive writing	●	●	●	●	●	●	●	●	●	●	●	●
b. Use word processing technology when appropriate	●	●	●	●	●	●	●	●	●	●	●	●
Listening												
Standard 6.0 Listening												

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Students will demonstrate effective listening to learn, process, and analyze information.												
A. Listening												
1. Demonstrate active listening strategies												
a. Attend to the speaker	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. Ask appropriate questions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Contribute relevant comments	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
d. Relate prior knowledge	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2. Comprehend and analyze what is heard												
a. Determine speaker's purpose	●	●	●	●	●	●	●	●	●	●	●	●
b. Identify how the language of the presentation contributes to effect and meaning	●									●		●
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
d. Follow a set of multi-step directions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
e. Listen carefully to expand and enrich vocabulary	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
f. Make judgments based on information from the speaker	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Speaking												
Standard 7.0 Speaking												
Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.												
A. Speaking												
1. Use organization and delivery strategies at an appropriate level												

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a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	●●									●●		●●
b. Demonstrate appropriate timing * Fluency * Pacing * Rate	●●									●●		●●
c. Use appropriate non-verbal techniques to enhance communications * Posture * Eye contact * Facial expressions * Gestures	●●									●●		●●
2. Make oral presentations												
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
b. State a position and support it with reasons	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
c. Participate in dramatic presentations												
d. Plan and deliver effective oral presentations	●●									●●		●●
e. Use props when appropriate	●●									●●		●●

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