

Author's Purpose



Author's Purpose

noun | *The "specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish" (ELA glossary, page 83).*

Being able to identify author's purpose is an important skill for a reader to develop. Author's purpose differs from the main idea in that main idea is the central thought or premise of a reading passage; author's purpose is the reason the author picked up the pen and wrote in the first place. Knowing the purpose or intent that the writer has for creating the piece of work helps the reader evaluate the piece better. For example, if an author's purpose is to persuade, then a reader would want to be cautious about believing everything the author writes.

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.	Students are introduced to the reasons authors write (tell a story-entertain, provide information-inform). Students are beginning to identify the author's purpose to help them determine if the text is fiction or nonfiction.
2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	Students start this progression with guidance and support from the teacher and move to independently determine the author's purpose.
3.3.R.1 Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).	Students can identify the author's stated purpose when the author tells the reader directly the reason why he or she is writing the piece. Students can also identify the author's implied purpose when the author gives the reader clues as to why he or she is writing the piece. Students should use text features to help determine the genre of a text. When students use and understand text features, this information will help the students distinguish between fiction and non-fiction as well as determine the author's purpose. When students understand text features and how a text is organized, then students can determine author's purpose and build comprehension. At this level, an author's purpose for a fiction text is usually to entertain while the purpose for a nonfiction text is to inform or persuade .
4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.	When students infer the difference, they will need to make a reasonable assumption about meaning that is not explicitly stated in the text. Students will need to be able to know the basic differences between stated and implied purposes before they can infer.

	They will need to know the clues to look for, in each purpose (entertain, inform, persuade).
5.3.R.1 Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.	<p>At this level, students have moved beyond identifying the author's purpose and are now evaluating how successful the author was at achieving the purpose.</p> <p>The three basic purposes (persuade, inform, entertain) are no longer listed in the objective, implying that students have mastered these and can determine more nuanced and complicated purposes. Other purposes include the following: reflect, explain, summarize, analyze, guide, and challenge/change things. Moreover, a piece of writing can have more than one purpose.</p> <p>To evaluate a text's purpose students could consider questions like:</p> <ul style="list-style-type: none"> • Did the author convince you? (persuade) • Is there enough information for you to understand the topic? (inform) • Were you entertained? (entertain)
6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	At this grade level, students move from determining author's purpose to comparing and contrasting the purposes of multiple texts on the same topic. This will include deeper purposes than just to persuade, inform, or entertain. Does the author want the reader to see something in a new way, be motivated to do something, feel a specific way, etc.?
7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.	
8.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	
9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence	Authors use different methods to create different effects. These can include rhetorical or style choices regarding the arrangement of the ideas or arguments, the syntax, and the diction. These effects can include appeals to ethos, pathos, and logos.
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	At this level, students go beyond simply identifying rhetorical and style choices an author makes to including an analysis of those choices to determine the strengths and weaknesses of the writer's message. What are the effects of the choices? How successful was the author's purpose?
11.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Historical, cultural, and global context and perspectives shape how people interpret and contribute meaning. The same is true for author's as they determine style, format, and content of their works.
12.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	

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Character Development



Character Development

noun | *The process of creating a believable character in fiction by giving the character depth and personality.*

Characters are an essential element in all stories. Characters are the people, animals, or creatures performing the actions in a story. Characters have distinct mental and physical traits which aid in predicting and explaining the plot of a story. Characterization is the creation of a fictional character. Characterization involves inner and outer traits, personality, and motivation of the character. In direct or explicit characterization, details of the character are given openly for readers to grasp immediately. In indirect or implicit characterization, the reader must make inferences about the characters based on the character's thoughts, actions, and dialogue.

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
In first grade, this standard begins to list elements of a story. This page focuses only on CHARACTERIZATION.	Students will define the story element of characters with support.
PK.3.R.2 Students will describe characters in a story with guidance and support .	Students will listen to a story, then identify the characters with support.
K.3.R.2 Students will describe characters in a story with guidance and support.	Teachers engage students in discussions about characters, modeling how to use evidence in the story to describe the characters and creating opportunities for the students to practice this skill with support.
1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• Main characters and their traits in a story	Students will describe a character as good or bad and provide evidence from the story to support their answer.
2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• Characters• Characterization	Using evidence from the story, students will describe the characters with greater depth. Students will use textual evidence to explain motivating factors for the character's actions.
3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• Characters• Characterization	
4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none">• Characters (i.e. protagonist, antagonist)• Characterization	Describing literary elements requires readers to explain important literary information within a text or multiple texts and how the elements contribute to the meaning of the text(s).
5.3.R.3 Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none">• Characters (i.e. protagonist, antagonist)• Characterization	Students will describe the traits of characters and identify the antagonist and protagonist. Continuing to progress, students will use reasons from the text to not only describe the characters but explain why characters behave the way they do.

<p>6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • Characters (i.e. protagonist, antagonist) • Characterization 	<p>Students are able to recognize key literary elements, including characters and characterization.</p>
<p>7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • Characters (i.e. protagonist, antagonist) • Characterization 	<p>As students progress, they will be able to explain how characters and characterization contribute to the work. This will require students to connect character and characterization to other literary elements (e.g., plot, conflict, theme).</p>
<p>8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • Characters (i.e. protagonist, antagonist) • Characterization. 	<p>In the eighth grade, there is a subtle shift of focus from analyzing the literary elements to analyzing how the author uses literary elements.</p> <p>The students will explain and analyze why authors use certain types of characters (e.g., antagonist, protagonist, foil, dynamic, static, round, flat, etc.).</p> <p>Students will also analyze how character traits are revealed to the reader through direct and indirect characterization.</p>
<p>9.3.R.3 Students will analyze how authors use key literary elements contribute to the meaning and interpret how themes are connected across text:</p> <ul style="list-style-type: none"> • Characters (i.e. protagonist, antagonist) • Character Development • Archetype 	<p>In addition to analyzing how character contributes to the meaning of the text, students now are asked to explain how the types of characters used in a text help readers to interpret the theme.</p> <p>The shift in 9th grade is from characterization to character development.</p> <p>Character development requires students to trace character traits throughout a text, focusing on how and why an author chooses to change a character.</p> <p>In addition, students should be able to recognize how character development helps reveal the theme of a text.</p> <p>In 9th grade students are introduced to archetypes. Here, students will learn to identify different archetypal characters (tragic hero, wise mentor, trickster, loyal side-kick) and analyze their significance in the text.</p>
<p>10.3.R.3 Students will analyze how authors use key literary elements contribute to the meaning and interpret how themes are connected across text:</p> <ul style="list-style-type: none"> • Character Development • Archetype 	<p>In the 10th grade, characters is no longer a focus of instruction. While students will still need to understand different types of characters, their literary analysis will be more sophisticated- focusing more on character development and archetypal characters and themes.</p>
<p>11.3.R.3 Students will analyze how authors use key literary elements contribute to the meaning and interpret how themes are connected across text:</p> <ul style="list-style-type: none"> • Archetype 	<p>In the 11th grade, character development is no longer a major focus of instruction. Instead, students' focus will be on analyzing how authors use archetypal character traits to create complex and rich characters.</p> <p>In the 11th grade, students will go beyond identifying common archetypes. They might compare archetypal characters from different works and examine similarities and differences. Or, students might examine how two opposing character archetypes are thrown together in one story to create conflict and drive the plot.</p>
<p>12.3.R.3 Students will analyze how authors use key literary elements contribute to the meaning and interpret how themes are connected across text.</p>	<p>In the 12th grade, there are no specific elements indicated.</p> <p>This suggests that students will evaluate texts to determine which literary elements merit analysis.</p>

Students might compose literary analysis essays detailing how authors use specific elements (including character, characterization, and/or character development).

Students might participate in literary discussions where they analyze how authors use literary elements to create meaning or reveal theme.

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Fluency



Fluency

noun | "ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy automaticity and prosody allow the reader to build comprehension." (ELA Glossary, page 77)

Fluency is reading with accuracy, proper speed, and expression. It is “reading like you speak.” Fluent readers read in phrases and add intonation. Their reading sounds smooth and is full of expression. They read comfortably at a conversational rate of speed. Fluency is important because it is directly related to comprehension.

Literacy Progression

Standard 2	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.2.F.1 Students will read first name in print.	Fluency begins with students recognizing their names in print with ease.
K.2.F.1 Students will read first and last name in print.	
K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., <i>not, was, to, have, you, he, is, with, are</i>).	This skill is followed by students working for fluency in letter naming, which relates to beginning reading decoding and fluency.
1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	Students will begin recognizing common high frequency words, then begin memorizing sight words (irregular, undecodable words with high frequency) for quick recall.
1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	Students need practice with repeated readings of decodable texts with common high frequency words and sight words to work toward reading with fluency.
2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	Students will begin reading with more automaticity as their decoding skills strengthen and their bank of high frequency and irregularly spelled sight words grows.
2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	Good decoding skills and knowledge of grade-level high frequency and sight words are important skills that aid in fluency and comprehension.
3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.	Re-readings of grade-level texts help increase knowledge of high frequency and sight words, reading rate, accuracy, and expression.
3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.	Students will read grade-level texts with greater accuracy and comprehension due to an increased knowledge of high frequency words, sight words, and content vocabulary.
4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	
5th - 8th Grade Students will continue to review and apply earlier grade level expectations for this standard.	Students’ fluency with grade-level texts will increase because of greater accuracy and comprehension based on increased

If these fluency skills are not mastered, students will address skills from previous grades.

knowledge of high frequency words, sight words, and content vocabulary.

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Literary Devices



Literary Devices

noun | *Literary devices are choices that authors make when writing and include, but are not limited to: simile, metaphor, personification, onomatopoeia, hyperbole, symbolism, tone, and irony.*

Literary devices, or techniques, are similar to literary elements in that they are choices an author includes when writing, but literary devices “are not universal or necessary in the sense that not all works contain instances of them” ([Literary Devices](#)). These devices add to the text’s creativity, depth, and/or style, making it more interesting, vivid, and/or complex. Different devices include those listed in these objectives, which can be found in the [OSDE Glossary](#), but for further explanations on these devices, along with other devices, refer to [literarydevices.com](#).

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
2.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none">• simile• metaphor	At this level, students are being introduced to similes , a combination of two things that are unlike, usually using the words like or as, and metaphors , a direct comparison of two, unlike things. They should be able to find examples of these devices in grade-level texts. The expectation of the objective is to find examples.
3.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none">• simile• metaphor• personification• onomatopoeia• hyperbole	Students will continue to work with finding similes and metaphors. At this level students will be introduced to personification , the bestowing of human qualities on animals, ideas, or things, onomatopoeia , use of words that mimic the sounds they describe; imitative harmony, and hyperbole , obvious and deliberate exaggeration; an extravagant statement. The expectation of the objective is to find examples of the literary devices.
4.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none">• simile• metaphor• personification• onomatopoeia• hyperbole• imagery• symbolism*• tone* *Students will find textual evidence when provided with examples.	While students continue to master finding examples of similes, metaphors, personification, onomatopoeia, and hyperbole, they will be introduced to imagery , multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses, symbolism , the use of symbols to represent ideas or qualities, and tone, writer or speaker’s attitude toward a subject, character, or audience conveyed through the author’s choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc. Students will find examples of literary devices in grade-level texts. For symbolism and tone , students will be provided examples and they will have to find evidence in the text. For example, students are given a list of symbols in a text. They will find the meaning of the symbol in the text.

<p>5.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>	<p>Students will not only identify the devices found in the text; they will also be able to explain the impact that a device has on the text.</p> <p>They should start to ask themselves questions as they read the text and analyze the devices. How does this device add to the meaning of the text and contribute to my understanding? Does it serve to emphasize an image, a sound, or a feeling? Does it change the intensity or mood of the work? Does it reveal something about the speaker of the poem?</p> <p>Students should think about what the author wished to express and consider how each device the author used contributed to that purpose.</p> <p>Students should also be able to make inferences about why the author chose to use a specific device.</p>
<p>6.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* <p>*Students will find textual evidence when provided with examples.</p>	
<p>7.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism ● tone ● irony* <p>*Students will find textual evidence when provided with examples.</p>	<p>At this level, students are being introduced to the literary device irony. Irony is the use of words expressing something other than and especially the opposite of the literal meaning of the words. There are three types of irony.</p> <ul style="list-style-type: none"> • Verbal: A terribly sunburned person says, "I am so glad I wore sunscreen today." • Situational: A fire station burns down. • Dramatic: The audience knows the murderer is in the closet, but character is unaware and is heading toward the closet. <p>As students gain more practice in interpreting texts at higher levels, they will realize that there are often different ways of interpreting the same work.</p>
<p>8.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● tone ● symbolism ● irony 	
<p>9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● tone ● symbolism 	<p>The elements listed change from grade to grade. One change is that devices that are added onto the objective's list; any addition indicates that students need to be extending their knowledge/recognition of different devices, but some elements are not explicitly listed in the higher grades. While the elements listed should be the focus for each grade, students should still be able to demonstrate the knowledge and skills from previous grade levels.</p>

<ul style="list-style-type: none"> • irony 	<p>As students evaluate these literary devices, they should be moving beyond identification and on to evaluation and interpretation. Finding a metaphor in a passage or poem is not enough at this level. Students must now use literary devices for analysis; they should be articulating how it contributes to the text; or specifically with this standard, how it supports an interpretation of the text.</p> <p>The standard is extended even more by asking students to compare literary devices across texts which involves synthesizing how authors use literary devices in multiple texts. (Synthesizing is creating original thoughts, perspectives, and understanding by reflecting on a text(s) and merging elements from texts and pre-existing schema.)</p>
<p>10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • figurative language • imagery • tone • symbolism • irony 	<p>At this level, figurative language is introduced for the first time. Figurative language is writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.</p>
<p>11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> • imagery • tone • symbolism • irony 	<p>Some previously listed elements, such as figurative language, are no longer explicitly listed by the 11th grade. While the elements listed should be the focus for each grade, students should still be able to demonstrate the knowledge and skills from previous grade levels. The listed elements should be analyzed with further depth and students should be able to discuss the nuances of them. For example, analyzing tone more deeply and specifically, moving away from simple descriptions like “happy” and “sad.”</p>
<p>12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.</p>	<p>Elements are not specifically listed in the twelfth grade. This implies that students should have a working knowledge of all key literary elements and have more autonomy in which ones they analyze.</p>

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Literary Elements



Literary Elements

noun | *a type of literary device used in fictional and narrative literary works; includes setting, plot, characters, theme, conflict, and archetypes.*

Literary elements are found in fictional and narrative texts and are critical to story development. Elements in lower level texts are usually more obvious and therefore easier to identify. As texts become more complex, students must rely on inferencing and drawing conclusions to identify literary elements.

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.3.R.2 Students will describe characters in a story with guidance and support.	Pre-K and Kindergarten students are beginning to learn about the terms <i>character</i> and <i>setting</i> . In these grade levels, students should describe characters (people or animals in the story) and the setting (where and when the story happens) with support from the teacher.
PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.	
K.3.R.2 Students will describe characters and setting in a story with guidance and support.	In early childhood texts, literary elements are often found in pictures or illustrations. As students in Pre-K and Kinder describe these pictures and illustrations, they will often have conversations about literary elements, laying the foundation for identifying those elements in later grade levels.
K.3.R.3 Students will tell what is happening in a picture or illustration.	
1.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• setting (i.e., <i>time, place</i>)• plot• main characters and their traits in a story	In 1st through 3rd grades the literary elements task shifts from describing to finding textual evidence when provided with examples. The teacher may identify the setting of a story as a house in the woods, and ask students to find evidence in the text to support this. Evidence may include key ideas, key words, or illustrations. In 1st grade students are concentrating on the main character and their character traits. 2nd grade readers expand that to include all characters and begin learning about characterization. Characterization moves beyond describing traits to including character behaviors, actions, and opinions. In 3rd grade, students begin learning about theme , the central meaning of a literary work. When given the theme of friendship, for instance, students may cite the loyalty of Wilbur and Charlotte from <i>Charlotte's Web</i> as evidence.
2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• setting (i.e., <i>time, place</i>)• plot• characters• characterization	
3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">• setting (i.e., <i>time, place</i>)• plot• characters• characterization• theme	
4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none">• setting• plot• characters (i.e., protagonist, antagonist)• characterization• theme	

<p>5.3.R.3 Students will describe and find textual evidence of key literary elements:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., <i>protagonist, antagonist</i>) • characterization • theme 	<p>4th grade is the first time that protagonist and antagonist are listed in the standards. This is where students begin to refine their knowledge of characters, moving beyond just identifying and describing, to classifying characters as a protagonist, the central character, and the antagonist, the character who stands in opposition to the protagonist.</p>
<p>6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e. <i>protagonist, antagonist</i>) • characterization • theme • conflict (i.e. <i>internal and external</i>) 	<p>In 6th and 7th grades the task shifts from describing literary elements to analyzing how those elements contribute to the overall meaning of the work. Using close reading, students may analyze how the setting of the North Woods of central Canada contributes to the theme of survival in <i>Hatchet</i>. Students may discuss how the meaning of the work changes if <i>Hatchet</i> were to be in an urban setting instead.</p>
<p>7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e. <i>protagonist, antagonist</i>) • characterization • theme • conflict (i.e. <i>internal and external</i>) 	<p>6th grade is where internal and external conflict are introduced. Students may read the short story “Sometimes a Dream Needs a Push” by Walter Dean Meyer to analyze the character’s internal struggle to achieve a dream.</p>
<p>8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e. <i>protagonist, antagonist</i>) • characterization • theme • conflict (i.e. <i>internal and external</i>) 	<p>In 8th grade students shift their analysis from analyzing the literary elements themselves to analyzing how authors use those elements.</p>
<p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e. protagonist, antagonist) • character development • theme • conflict (i.e. internal and external) • archetypes 	<p>In 9th-12th grade, students will now read multiple texts dealing with similar themes. Students will write analyses that compare and contrast how different texts embody the same or similar themes, discussing which literary elements contributed to the theme.</p>
<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • character development • theme • conflict (i.e. <i>internal and external</i>) • archetypes 	<p>Students now focus on character development which is more nuanced than characterization (identifying direct / indirect characterization). Character development is the process of growing or changing throughout the story. Students will analyze and describe how characters change over the course of the text and discuss what causes that change.</p>
<p>11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • theme • archetypes 	<p>Beginning in the ninth grade, students will be introduced to archetypes. Students will learn that across literature there are certain character “types” that are repeated (e.g., the loyal friend, the romantic hero, the wise, and magical teacher). Students will identify those archetypes and use that knowledge to make predictions about the text and discuss the overall impact of those archetypes on the piece as whole.</p>

12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

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Main Idea



Main Idea

noun | "the central thought or premise of a reading passage." (ELA Glossary, page 80)

“Understanding the topic, the gist, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension in college reading. Textbook chapters, articles, paragraphs, sentences, or passages all have topics and main ideas. The *topic* is the broad, general theme or message. It is what some call the subject. The *main idea* is the "key concept" being expressed. *Details*, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps [the reader] understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase your comprehension.” (Cuesta College, [Reading Comprehension](#))

Literacy Progression

Standard 2	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.2.R Students will begin to retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea .	In the early education grade levels, it is important for students to begin to recognize the main idea while listening to a read-aloud, with guidance and support. Focusing on important details will in turn help students recognize the main idea.
K.2.R.1 Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.	
1.2.R.1 Students will retell or re-enact major events in a text, focusing on important details to recognize the main idea.	
2.2.R.1 Students will locate the main idea and supporting details of a text .	Students go from recognizing the main idea to locating the main idea. They are able to find the main idea in a text or a section of text as well as find the supporting details.
3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text .	After students have located the main idea with the supporting details, they begin to understand how those key details support the main idea .
4.2.R.1 Students will distinguish how key details support the main idea of a passage.	Once students are able to gather the main idea and the supporting details, they can create a paraphrased version of the main idea.
While PK–4 focuses on locating the main ideas and supporting details, the upper grades require the application of main idea and details. Application comes in the form of writing objective summaries and paraphrasing main ideas and supporting details in their informational and argumentative writing.	

Paraphrasing



Paraphrasing

verb | "to sum something up or clarify a statement by rephrasing it; to say something in other simpler words" (ELA Glossary, page 82)

noun | A rewording of something written or spoken by someone else.

It is imperative to remember that summarizing and paraphrasing are two separate skills. At its core, paraphrasing is using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the sentence structure and wording has to be your own.

Paraphrasing is a skill that begins in 4th grade.

Literacy Progression

Standard	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
4.2.R.4 Students will begin to paraphrase main ideas with supporting details in a text.	Paraphrasing is a skill that must be practiced and developed. Students may first start by simply changing the wording of a sentence or sentences. As quickly as possible, students should also begin to change the structure of the sentences being paraphrased.
5.2.R.3 Students will begin to paraphrase main ideas with supporting details in a text.	
6.2.R.3 Students will paraphrase main ideas with supporting details in a text.	
7.2.R.3 Students will paraphrase main ideas with supporting details in a text.	
8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.	In the eighth grade, summary and paraphrase are combined into one standard. However, students will need to be able to distinguish summary from paraphrase. <ul style="list-style-type: none">• Summarizing involves restating the main ideas of an entire text, leaving out the supporting details. A summary of a passage will be shorter than the passage itself.• Paraphrasing involves restating another writer's words into your own words. A paraphrase should maintain the same meaning as the original text and will usually be about the same length-as the intent is to restate rather than shorten. Paraphrasing will include more than just main ideas.
9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	
11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Summaries give readers an overview of an entire text.
12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of	Both summary and paraphrase are useful skills for students to demonstrate comprehension of a text. In both the author's meaning and intent remain the same.

events, within and between texts.

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Parts of Speech



Parts of Speech

noun | *The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. There are eight parts of speech in the English language: noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection.*

The ability to understand and identify parts of speech helps create an understanding of how words should be put together to make grammatically correct and understandable sentences. Parts of speech dictate the meaning of the sentence, which in turn, dictates the punctuation of the sentence. A noun names a person, place, thing, or idea. A verb expresses action or state of being. An adjective modifies or describes a noun or pronoun and tells what kind, how many, how much, and which one. A pronoun takes the place of a noun. A preposition begins a prepositional phrase and typically show how the noun, noun phrase, or pronoun is related to another word in the sentence. An adverb modifies or describes a verb, adjective, or another adverb. Adverbs tell when, where, how, how often, how much, to what extent. Many common adverbs end in -ly. A conjunction connects parts of a sentence. An interjection is a word or phrase that expresses emotion and often stands alone in a sentence.

Parts of Speech By Grade Level											
	PK	K	1	2	3	4	5	6	7	8	9
Nouns	x	x	x	x	x	x					
Verbs	x	x	x	x	x	x	x	x	x	x	x
Adjectives			x	x	x	x					
Pronouns			x	x	x	x					
Prepositions			x	x	x	x	x				
Adverbs					x	x					
Conjunctions					x	x	x				
Interjections							x				

***NOTE:** The objectives in this chart have been edited to reflect only one part of speech at a time.

Literacy Progression	
Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
NOUNS (PK-4th) <i>A noun names a person, place, thing, or idea.</i>	
PK.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	Pre-K and Kindergarten students may need guidance and support as they begin to recognize and identify nouns . They are able to identify nouns represented by concrete objects as the teacher draws the connection between items labeled in the classroom (things), their teachers and friends (people), and community (places).
K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support.	

<p>1.5.R.1 Students will recognize nouns as concrete objects (i.e., people persons, places, and things).</p> <p>1.5.R.5 Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).</p>	<p>First graders are able to recognize, identify and locate nouns (people, places and things) in sentences. The guidance and support at previous levels is now gone. Students should be able to work with nouns more independently.</p> <p>Students should be able to recognize singular and plural nouns and the correlation between the correct verbs needed. For example "The cat climbs the tree." and "Cats climb trees." At this level the majority of singular verbs end in -s and plural verbs do not; common regular plural nouns end in -s and common singular nouns do not.</p>
<p>2.5.R.1 Students will recognize nouns and irregular plural nouns.</p>	<p>Second graders are able to recognize, identify, and explain nouns in sentences. Second graders are learning to recognize, understand, and make connections with irregular plural nouns through direct experiences with them. Second graders learn irregular plural nouns through repeated exposure by identifying them as they are read in text.</p>
<p>3.5.R.1 Students will recognize possessive nouns.</p>	<p>Third graders can recognize possessive nouns, words that show ownership or possession. Students be able to make nouns possessive when needed. Students will understand proper placement of the apostrophe according to final letter in the word, adding 'apostrophe s' to words not ending in 's' and just an apostrophe to words ending in 's'.</p>
<p>4.5.R.1 Students will recognize irregular possessive nouns.</p>	<p>Fourth graders can recognize irregular nouns and understand that they follow the same rules for adding possession as other nouns. Students will add 'apostrophe s' at the end of the words not ending in 's' to show possession or ownership or add just an apostrophe to the end of words that end in 's'</p>
<p style="text-align: center;">VERBS (PK-9th) <i>A verb expresses action or state of being.</i></p>	
<p>PK.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.</p>	<p>Pre-K and Kindergarten students are able to recognize action verbs. They identify quickly with the action verbs as they are able to act them out. Words such as <i>run, jump, eat, swim</i>, etc. are words that students can easily mimic.</p> <p>As students enter first grade, they are able to recognize the action (verb) in a sentence. They are able to identify the action in the sentence and identify it as the verb.</p>
<p>K.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.</p>	
<p>1.5.R.2 Students will recognize verbs as actions.</p>	
<p>2.5.R.2 Students will recognize different types and tenses of verbs.</p>	<p>Second graders are beginning to recognize verbs as showing past, or present or future actions made by the subject of the sentence. They also begin to understand the three types of verbs: action, helping, and linking.</p>
<p>3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p>Third graders are able to recognize verbs as irregular and past particle verbs that do not follow the common past tense spelling patterns. Recognizing these verbs tenses is needed to identify setting, times, and sequencing in a text.</p>
<p>4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.</p>	<p>Fourth graders will be able to recognize that an action may be start in the past and continue in the present. Conditions in texts are <u>conditional</u> tenses that are used to speculate what could happen, what might have happened, and what we wish would happen.</p>
<p>5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	<p>Fifth graders will be able to recognize that verb tenses are indications of times, sequence, states (not action), and conditions in a text. Examples of state verbs are love, know, be, have, etc. Subjects and verbs must agree with each other in number (singular or plural). Therefore, if a subject is singular, its verb is singular, if a subject is plural, its verb is plural.</p> <p>In the 6th grade and beyond, students should be able to recognize verb tense to signify various times, sequences, states, and conditions in text. Subjects and verbs must agree with each other in number (singular or plural). Therefore, if a subject is singular, its verb is singular, if a subject is plural, its verb is plural.</p>
<p>5.5.R.3 Students will recognize the subject and verb agreement.</p>	
<p>6.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.</p>	
<p>6.5.R.3 Students will recognize the subject and verb agreement.</p>	

7.5.R.3 Students will recognize the subject and verb agreement.	
8.5.R.1 Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.	In the 8th grade, students grasp that verbs can function as a different part of speech in special situations. They recognize that verbals enhance the meaning of sentences with the use of gerunds, participles, and infinitives . Clauses contain a subject and verb which tells the reader what a sentence is about.
8.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	Also in the 8th grade and beyond, students should recognize and correct subject and verb agreement . Most mistakes in this area occur when a phrase interrupts the subject and verb, but other special cases of subjects may cause confusion. These include, but are not limited to indefinite pronouns (each, neither, everybody, etc.), collective nouns, subjects joined by and/or, and relative pronouns.
8.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	In the 8th grade and beyond, students should be able to correct inappropriate shifts in verb tense . Inappropriate shifts are often the result of a writer switching the tense unintentionally, however, it is important to note that some shifts in verb tense are intentional. For example, when using quotations or dialogue, verb tense shifts are often intentional and needed.
9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	
9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary	
ADJECTIVES (1st-4th) <i>An adjective modifies or describes a noun or pronoun and tells what kind, how many, how much, and which one.</i>	
1.5.R.3 Students will recognize color and number adjectives.	First graders are able to recognize and identify simple color and number adjectives as “describing words”. They are able to identify them in sentences and begin adding adjectives to their writing. Students should be prompted to use adjectives when speaking to make the natural transfer to their writing.
2.5.R.3 Students will recognize adjectives.	Second graders are able to recognize and identify adjectives within sentences and are able to add adjectives to their writing to make it more interesting. Students are beginning to understand that adjectives describe the noun or object within the sentence. This knowledge helps students become more creative with their adjectives.
3.5.R.3 Students will recognize adjectives and articles as adjectives.	Third graders will add articles to their recognition of adjectives. The three articles are <i>the, a,</i> and <i>an</i> . Students will have already been using these words in their writing by this point, but now they will recognize them as articles or article adjectives.
4.5.R.3 Students will recognize comparative and superlative adjectives.	Fourth graders can recognize comparative adjectives that compare the two objects or verbs that they modify or describe (-er). Superlative adjectives are used to describe and compare three or more objects (-est).
PRONOUNS (1st-4th) <i>A pronoun takes the place of a noun.</i>	
1.5.R.1 Students will use the pronoun “I.”	First graders are able to use the pronoun “I”. They are learning to capitalize the pronoun “I” in their writing.
2.5.R.1 Students will recognize pronouns.	Second graders are able to identify and explain pronouns in sentences. They can recognize pronouns, words that take the place of nouns. Second graders should know singular personal pronouns <i>I, me, you, he, him, she, her,</i> and <i>it</i> and plural personal pronouns <i>we, us, you, they,</i> and <i>them</i> .
3.5.R.1 Students will recognize pronouns.	Third graders are able to identify and explain pronouns in sentences. They can recognize pronouns, words that take the place of nouns. Third graders should know possessive pronouns that show possession and define who owns an object. Singular possessive pronouns are <i>my, mine, yours, his, her, hers, its</i> . Possessive plural pronouns are <i>our, ours, your, yours, their, theirs</i>
4.5.R.1 Students will recognize	Fourth graders are able to identify and explain pronouns in sentences. They can recognize

pronouns.	<p>pronouns, words that take the place of nouns.</p> <p>Fourth graders should know reflexive, demonstrative, and interrogative pronouns.</p> <ul style="list-style-type: none"> • Reflexive pronouns: <i>myself, yourself, yourselves, herself, himself, itself, ourselves, themselves</i> • Demonstrative pronouns: <i>this, that, those, these</i> • Interrogative pronouns: <i>what, which, who, whom, and whose</i>
<p style="text-align: center;">PREPOSITIONS (1st-5th)</p> <p style="text-align: center;"><i>A preposition begins a prepositional phrase and typically show how the noun, noun phrase, or pronoun is related to another word in the sentence.</i></p>	
1.5.R.4 Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.	First graders should be able to recognize and demonstrate prepositions through acting out given phrases, identifying phrases in a sentence, and giving phrases to describe pictures.
2.5.R.4 Students will recognize prepositions.	In the second grade, students will recognize prepositions as a word that precedes a noun or pronoun and shows relationship between people, objects, and places in a sentence.
3.5.R.4 Students will recognize prepositions.	
4.5.R.4 Students will recognize prepositional phrases.	
5.5.R.1 Students will recognize prepositions, explain their effect in particular sentences .	Fifth grade students will not only recognize prepositions, but they will be able to explain the effect or change the prepositions have on the text. They should be able to explain whether the prepositional phrase is being used as an adjective or adverb and explain which word the prepositional phrase is modifying.
<p style="text-align: center;">ADVERBS (3rd-4th)</p> <p style="text-align: center;"><i>An adverb modifies or describes a verb, adjective, or another adverb. Many common adverbs end in -ly.</i></p>	
3.5.R.3 Students will recognize adverbs.	Third graders are able to identify action verbs and will begin to recognize adverbs for the first time. They will focus on understanding that adverbs modify or describe a verb. Adverbs tell when, where, how, how often, how much, and to what extent. Common adverbs often end in -ly. Students at this level begin including adverbs in their writing when revising for word choice.
4.5.R.3 Students will recognize comparative and superlative adverbs.	Fourth graders understand that adverbs modify verbs but they can also modify other adjectives and adverbs as well by showing the degree such as <i>almost, entirely, very</i> , etc. We use the comparative form of an adverb when we compare one action to another. In order to make an adverb comparative, either add -er to the end of the word or use "more" before the word. Superlative adverbs compare one action to two or more actions. They are formed by adding -est to the end of a word or by using the word "most" in front of the adverb.
<p style="text-align: center;">CONJUNCTIONS (3rd-5th)</p> <p style="text-align: center;"><i>A conjunction connects parts of a sentence.</i></p>	
3.5.R.4 Students will recognize conjunctions.	<p>Third and fourth grade students will recognize conjunctions as words that connect clauses or sentences (e.g., <i>and, but, if</i>). There are three types of conjunctions: coordinating, subordinating, and correlative.</p> <ul style="list-style-type: none"> • Coordinating Conjunctions connect equal parts of a sentence. <ul style="list-style-type: none"> ◦ The seven coordinating conjunctions can be remembered with the mnemonic device FANBOYS: For, And, Nor, But, Or, Yet, So • Subordinating Conjunctions connect a dependent clause to an independent clause (unequal parts of a sentence). <ul style="list-style-type: none"> ◦ Common subordinating conjunctions: <i>after, although, because, if, how, since, supposing, than, that, though, unless, until, when, where, whether, which</i> • Correlative Conjunctions connect two ideas in pairs. <ul style="list-style-type: none"> ◦ Common correlative conjunctions: <i>neither/nor, either/or, not only/but also</i>
4.5.R.4 Students will recognize conjunctions.	
5.5.R.1 Students will recognize conjunctions and explain their effect in particular sentences .	<p>Fifth grade students will not only recognize conjunctions, but they will also be able to explain the effect or change conjunctions have on the text. For example, using and to join two words has a different purpose than using but.</p> <ul style="list-style-type: none"> • "or" indicates a choice • "but" and "yet" show contrast • "and" adds things together • "so" indicates effect or result • "nor" is used for an alternative negative idea

- "for" shows reason or purpose

INTERJECTIONS (5th)

An interjection is a word or phrase that expresses emotion and often stands alone in a sentence.

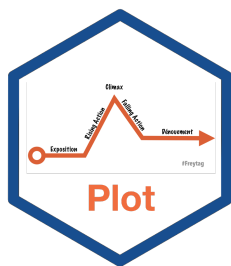
5.5.R.1 Students will recognize **interjections** and explain their effect in particular sentences.

Fifth grade students will recognize **interjections**, words that express strong or sudden emotions abruptly in a sentence. They will be able to explain the **effect** or change this has on the text.

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Plot



Plot

noun | the "sequence of events or actions in a short story, novel, drama, or narrative poem" (ELA Glossary, page 82)

A series of events make up the plot of a story. All stories have plots with a beginning, middle, and end. Fairy tales, for example, usually start with "Once upon a time" and end with "happily ever after." All the events that happen in between are the plot. Plots can range from simple to complicated. Complex stories might have multiple plot lines or go backward and forward in time through flashbacks and flash-forwards. Conflict drives plot until the end of the story. While stories that are character-driven focus more on character development than plot, stories that are plot-driven feature lots of action and usually have twists and turns.

Many stories follow a traditional plot structure. The Freitag pyramid is sometimes used to label the different parts of a plot, and it has five stages: exposition, rising action, climax, falling action, and resolution or denouement. The Freitag pyramid is more easily applied to a traditional short story than a novel.

- **Exposition:** the setting and protagonist are introduced in the beginning along with the main conflict
- **Rising Action:** characters encounter lots of conflicts as the story progresses
- **Climax:** the major conflict is finally resolved
- **Falling Action:** the story begins to reach its close; smaller conflicts are resolved
- **Resolution / Denouement:** loose ends are tied up; the story is over, whether it be happy, sad, or somewhere in between. The ending may be neat and tidy, or it may be ambiguous.

Literacy Progression

Standard 3

*objectives in chronological order with **shifts** bolded*

Progression

how the objectives develop & change through the grade levels

In first grade, this standard begins to list elements of a story. This page is just focusing on plot.

PK.3.R.3 Students will **tell** what is **happening** in a picture or illustration with guidance and support

Students will **share basic information** about what is happening in a story or illustration. At these early stages, students may need support through prompting, such as:

- "What is the story about?"
- "What is happening in the picture?"
- "What happened first?"
- "Then what happened?"
- "Tell me more."

K.3.R.3 Students will tell what is happening in a picture or illustration.

1.3.R.3 Students will **find textual evidence** when provided with examples of literary elements and organization:

- plot

2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- plot

3.3.R.3 Students will find textual evidence when provided with

Students in first through third grade are moving beyond the ability to simply share basic information and sequence of a topic. They will now begin to develop the understanding of the plot of stories and the importance of a logical sequence of events that emerge throughout. Students should be taught the importance of justifying their summaries of events with textual evidence provided within the literature. This may include

examples of literary elements and organization: <ul style="list-style-type: none"> • plot 	reference to lines of text or the consideration of the authors' choices in events and outcomes.
4.3.R.3 Students will describe key literary elements: <ul style="list-style-type: none"> • plot 	As students enter the upper elementary grades, they will now be expected to describe the sequence of stories with clarity with the support of textual evidence . In order to describe a plot, students will need comprehension, summary , and paraphrase skills.
5.3.R.3 Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> • plot 	
6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> • plot 	In the sixth and seventh grades, students have moved beyond describing a story's plot to analyzing how it adds to the story's meaning. Instead of merely identifying basic plot points of a short story or novel, students can now also consider the meaning of the work overall and how the plots impact the meaning. Students can determine what impact the plot's complexity had on the story. Pieces of literature can be considered as whole units with the plot as just one aspect. At this level, students may still need to practice identifying different aspects of the Freitag pyramid, including climax.
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> • plot 	
8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of a text: <ul style="list-style-type: none"> • plot 	A shift occurs in the eighth and ninth grades. Students are still analyzing the impact a plot has on the meaning of a story, but now they acknowledge the skill of the author . Students analyze and question the decisions an author made in regards to the plot of the story. Students engage in studying writing craft with part of that study devoted to plot.
9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • plot 	
10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:	In the last three grades of high school, plot is no longer listed in this objective. This means students should have a good grasp of plot and its aspects by this point in time. At these levels, students are expected to read stories with multiple plot strands. Students can follow stories that move backward and forward in time with flashbacks and flash-forwards. Plots with ambiguous endings become more prevalent at this level.
11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:	
12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	

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Point of View



Point of View

noun | "the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events and narration." (ELA Glossary, page 82)

Point of View and Perspective are often used interchangeably but are two different distinct elements of writing. Perspective is how the characters view and process what's happening within the story while the point of view characterizes the type of narration of the story (first, second, third person). Point of View deals with narration and perspective deals with how characters feel about certain experiences and other characters. See more at [NY Book Editors: What's the Difference Between Perspective and Point of View?](#)

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.3.R.2 Students will describe characters in a story with guidance and support.	Although the literary device of point of view is not explicitly stated in the early grades of Pre-Kindergarten and Kindergarten, young students will need to begin to understand and have dialogue about character traits and their voice throughout the text. As students begin to understand characters and their role in story development, they move to the ability to identify the who is telling the story in the literature they are sharing.
K.3.R.2 Students will describe characters and setting in a story with guidance and support.	
1.3.R.2 Students will describe who is telling the story (i.e., <i>point of view</i>).	
2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	In literature , authors seldom explicitly state the point of view for the audience. Students will need to practice the technique of identifying the point of view of the text during shared and teacher modeled reading in large group settings before the expectation of securing this insight as an independent reader. Using the guidance from skilled readers, students will use inferencing during reading to determine the text's point of view .
3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	
4.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	
5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.	<p>In informational text, point of view is often referred to as the perspective and purpose the author takes. When reading informational text, students can answer two questions about the author's point of view:</p> <ol style="list-style-type: none">1. What is the main idea the author is trying to convince the readers to agree with?2. What does the author want to accomplish in the text? <p>[source: McGraw Hill's Literacy eHandbook]</p> <p>During this time, students are not only inferring the point of view, but also making a correct decision of the point of view. In literature, they will need not only to decide first, second or third person, but to also have opportunities to compare how character's point of views differ at various points in text. This could be comparing multiple characters or how specific characters' points of view evolve during a text.</p>

	<p>When reading informational text, students can answer four questions about the author's point of view:</p> <ol style="list-style-type: none"> 1. What is the main idea the author is trying to convince the readers to agree with? 2. How does the author's choice of words influence how readers think about the topic? 3. How doe the author's choice of facts or examples influence how readers think about the topics? 4. What does the author want to accomplish in the text? <p>[source: McGraw Hill's Literacy eHandbook]</p>
6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	<p>NY Book Editors describe point of view as the type of narrator telling the story (first, second, third) and perspective as how the narrator perceives what's going on in the story. As students enter the secondary level of education, they will need to have the ability to analyze how the narrator's point of view, and those of various characters, influence the storyline, including plot and conflict/resolution in literary text.</p> <p>In informational text, point of view or perspective of the author is often represented through facts, examples, and text that is flattering to the concept or cause. As students move through the first years of their secondary academic career, they will need these skills to explain the effects of these literary elements on the text.</p> <p>As students develop the skills needed in distinguishing and describing the point of view/perspective, they will need to go deeper by examining multiple points of view and describing how they contribute to the meaning or purpose of the text.</p>
7.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text	
8.3.R.2 Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text .	
9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	
11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	
12.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	

Resources



Resources

noun | *Resources refers to the source material students utilize during the research process. These sources include both primary and secondary sources. Primary sources are information gathered by the researcher from sources such as literary texts, art, historical documents, experiments, interviews, surveys, and experiments. Secondary sources consist of information or data gathered by or interpreted by other researchers.*

A key aspect of English Language Arts education is the ability to conduct purposeful and reliable research. Understanding how to locate, vet, and interpret primary and secondary resources is a key element of the research process. As students progress, they will familiarize themselves with various forms of sources and learn to analyze their usefulness and validity. It bears noting that not only will sources be of a secondary and primary nature, but they will also manifest themselves in both digital and physical forms. While the way students access digital forms differs from those that are physical, the same methods of vetting information is used for both types.

Literacy Progression

Standard 6	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
2.6.R.3 Students will consult various visual and text reference sources to gather information.	<p>This objective introduces students to using resources for information. For this objective, students will need to use a type of resource to gain information. For example, students can use a table of contents to understand the different types of topics within a nonfiction book. A dictionary or glossary can be used to know the meaning of a word. See objectives 2.6.R.2 and 2.4.R.5 for further reference.</p> <p>Visual references may include graphic features, illustrations, charts, and graphs. See objective 2.6.R.2 for further reference.</p> <p>Text references may include titles, labels, headings, subheadings, a glossary, and a dictionary.</p>
3.6.R.4 Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support .	<p>Relevance refers to whether information relates to the topic.</p> <p>Reliability dictates that information is accurate, fair, and sound.</p> <p>At this grade level, teachers may offer a variety of supports such as providing source information for students, conferencing with students during their research projects, and modeling appropriate research methods.</p>
4.6.R.3 Students will determine the relevance and reliability of the information gathered.	Students were introduced to this standard in third grade with guidance and support from the teacher. At the fourth and fifth

<p>5.6.R.3 Students will determine the relevance and reliability of the information gathered.</p>	<p>grade level, teacher support should be released as students independently determine the relevance and reliability of sources.</p> <p>Students refer to the main idea or thesis of their paper when determining relevance of information. Does this information directly support my main idea or thesis? When students are determining the best source from a multiple choice list, they should be able to discern which source best supports the main idea.</p> <p>Students learn to find the specific aspects of the source that proves its reliability: trustworthy source, author's credentials listed, up to date, fair, balanced, no conflict of interest, listed sources, contact information, etc. Students should also learn to corroborate the information by finding the same facts using another source. (Source: Robert Harris, https://www.virtualsalt.com/evalu8it.htm)</p> <p>See standards: 4.6.R.1, 5.6.R.1, 4.6.R.2, 4.6.W.1, 5.6.W.2 for further reference.</p>
<p>6.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p>	<p>Students continue to check a source's relevance to the topic of the paper they are writing. They can also examine a source for its reliability.</p> <p>To determine validity, students should learn to find the specific aspects of the source that proves its soundness: trustworthy source, author's credentials listed, up to date, fair, balanced, no conflict of interest, listed sources, contact information, etc. Students should also learn to corroborate the information by finding the same facts using another source. (Source: Robert Harris, https://www.virtualsalt.com/evalu8it.htm)</p>
<p>7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p>	<p>Validity of sources boils down to whether the information is any good. In order to determine the validity, students can utilize the CRAAP test:</p> <ul style="list-style-type: none"> • Currency • Relevance • Authority • Accuracy • Purpose
<p>8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p>	
<p>9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>The progression concerning to utilization of sources from eighth grade to the ninth grade focuses on the ability to not only determine viable resources, but evaluate chosen resources in more detail to create a better understanding of their usefulness.</p>
<p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	
<p>11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>The evaluation process includes the utilization of various methods to determine credibility/viability. Two examples of this type of evaluation are CRAAP and RAVEN. Students should be able to utilize these type of source tests to evaluate how sources can be utilized better in their research projects.</p>
<p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	

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Summarize



Summarize

verb | "Reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering" (ELA Glossary, page 84)

At its core, comprehension is based on summary. This is an essential skill for the English Language Arts classroom that also impacts a student's success in every other subject area. Students strengthen this skill by applying it to increasingly complex texts and various genres while making efforts to be succinct, focusing on the most crucial details in texts or presentations. Understanding the structure of texts and genres helps students identify the most important aspects of a story, thus increasing comprehension and their ability to produce concise summaries. See [5 Summary Strategies by Robert Marzano](#).

Literacy Progression

Standard 2	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.2.R Students will begin to retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea .	Although summarization is not explicitly stated in the early childhood grades, retelling and re-enacting stories is a prerequisite skill, building to summarization .
K.2.R.1 Students will retell or re-enact major events from a read-aloud with guidance and support to recognize the main idea.	Gradually, teachers incorporate additional requirements for students to integrate into their retellings and reenactments.
K.2.R.3 Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text with guidance and support .	Integrating a sequence of events will support a student's ability to organize thoughts and their original ideas in future writing tasks.
1.2.R.1 Students will retell or re-enact major events in a text, focusing on important details to recognize the main idea.	Beginning to recognize important details will support a student's ability to strategically analyze text structures and increase their reading comprehension and retention . This is also a necessary skill when students eventually support their ideas using textual evidence.
1.2.R.3 Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.	
2.2.R.3 Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.	A student's retelling of the story will include the beginning, middle, and end of the story. The student will also address the conflict of the story. Conflict for this grade level is the struggle between two opposing forces, the protagonist and the antagonist .
3.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.	
4.2.R.3 Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text.	A student's retelling of the story will now include the climax . The climax is the most intense, exciting event in the story that leads to the resolution of the conflict.
5.2.R.1 Students will create an objective summary , including main idea and supporting details , while maintaining meaning and a logical sequence of events .	An objective summary is a student's restatement of information presented or read and does not include their personal opinion about the subject matter . It should remain consistent with the information provided and does not include new information from other sources.
6.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	
7.2.R.1 Students will create an objective summary, including	The objective summary includes the main idea and details that support the main idea. The main idea is the most essential

<p>main idea and supporting details, while maintaining meaning and a logical sequence of events.</p>	<p>information that conveys the overall idea of the text or presentation.</p> <p>Supporting details can be facts, statements, and specific examples that help clarify, explain, expand, or fully illustrate a main idea.</p> <p>Students can present supporting details in a logical sequence by presenting the details in a similar order as they appear in the text.</p>
<p>8.2.R.1 Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p>In the eighth grade, summary and paraphrase are combined into one standard. However, students will need to distinguish summary from paraphrase.</p> <ul style="list-style-type: none"> • Summarizing involves restating the main ideas of an entire text, leaving out the supporting details. A summary of a passage will be shorter than the passage itself. • Paraphrasing involves restating another writer's words into your own words. A paraphrase should maintain the same meaning as the original text and will usually be about the same length-as the intent is to restate rather than shorten. Paraphrasing will include more than just main ideas. <p>Both summary and paraphrase are useful skills for students to demonstrate comprehension of a text. In both the author's meaning and intent remain the same.</p> <p>While writing: One would use summary in order to provide a brief overview of a topic, from one or several sources, focusing only on the main idea.</p> <p>One would paraphrase (rather than directly quote) when the ideas of a writer are more important than the style. One would also paraphrase in order to clarify the ideas contained in a text.</p> <p>Students also begin to summarize multiple main ideas within complex texts or summarize main ideas from more than one text.</p>
<p>9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p>In the 9th grade and beyond, students will be asked to use their summaries to perform more complex tasks such as generalizing and synthesizing.</p> <ul style="list-style-type: none"> • Generalize: to make general or broad statements by inferring from text details. • Synthesize: creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema. <p>[Source: OAS-ELA Glossary]</p>
<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	
<p>11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	
<p>12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	

Text Structures



Text Structures

adjective | Text structure refers to how authors organize informational texts. Common text structures include description, compare/contrast, sequential, problem/solution, cause/effect, and claims/evidence in later grades.

When students are familiar with the different ways informational texts can be structured, they can better navigate the text and monitor their own comprehension. Just like a person who has visited a fast food restaurant in one city can go into any restaurant of the same name and for the most part find their way around. This is because they are familiar with the basic layout of the restaurant. Similarly, students who can identify how a text is structured will find it easier to locate and understand information.

Literacy Progression	
Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	<p>Students are introduced to text structure in the second grade. By the end of the second and third-grade year, students will need to describe different text structures for informational texts with support from the teacher.</p> <p>Teacher support should be high once this skill is introduced, then support is slowly released as students exhibit an understanding of this objective. For example, teachers may use the gradual release model to guide students when introducing this skill. In the beginning, teachers provide heavy modeling of a text structure before releasing students to work within partnerships while teachers monitor students' understanding of the objective.</p> <p>Descriptive informational text structure presents a topic, along with the attributes, specifics, or setting information that describe that topic.</p>
3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.	<p>Compare and contrast informational text structure presents ideas that are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.</p> <p>Sequential text structure presents ideas that are grouped on the basis of order or time.</p> <p>Problem/solution text structure presents the main idea organized into two parts: a problem and subsequent solution that responds to the problem, or a question and an answer that responds to the question.</p> <p>Cause and effect text structure notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).</p>

<p>4.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).</p>	<p>Students are introduced to text structure in the second grade and are expected to describe the structure of the text. The standard in fourth-grade shifts to students describing different text structures for informational texts independently.</p> <p>Students should be able to use text structure signal words and phrases to describe the structure of information text.</p>
<p>5.3.R.6 Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.</p>	<p>Students at this level should be able to distinguish the structure of informational text by using structure signal words and phrases.</p> <p>The standard shifts at the fifth-grade level to add making inferences about informational text and supporting understanding of the text with evidence. Students were introduced to describing text structure at the second-grade level and should be able to describe structure independently by the end of fourth grade.</p> <p>Students will use signal words and phrases as clues to recognize the structure of the text and begin to create graphic organizers that illustrate the connecting ideas.</p> <p>Inferencing is the act or process of deriving logical conclusions from premises known or assumed to be true.</p> <p>Students make inferences while reading and use the evidence that is available in the text to draw a simple logical conclusion. These inferences might include using text structure to identify the author's purpose and the effectiveness of the chosen structure in communicating the author's ideas.</p> <p>As students progress to higher grade levels they will use their inferences to draw conclusions (judgments and decisions) and compare structures across multiple texts.</p>
<p>6.3.R.6 Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.</p>	<p>Analyzing text structure help students gain a deeper understanding of the text. Text structure is the arrangement of ideas and the relationships among the ideas. Students who are unaware of the structure of text are at a disadvantage because they do not approach reading the text with a plan. However, students who are familiar with the different text structures expect the information to unfold a certain way. To analyze the text structure, students should be familiar with the text structure signal words and phrases and also use appropriate graphic organizers for each type of text structure. Students should make the connection between reading and writing of a particular text structure. The organizational structure of Informative Writing is introduced in 5th grade and will continue through 8th grade. In 5.2.W.3 through 8.2.W.3, students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.</p>
<p>7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.</p>	<p>Making inferences is the act or process of deriving logical conclusions from premises known or assumed to be true and the conclusions drawn from this process. Students make an inference by using the textual evidence to support their understanding of the text. Text-connecting inferences can build through questioning and think alouds.</p>

	<p>As students progress through 6th-8th grades, they face having to read more challenging texts and read for information. Students will continue to use signal words and phrases as clues to recognize the structure of the text and create graphic organizers to illustrate the connecting ideas. Students make inferences while reading and use the evidence that is available in the text to draw a simple logical conclusion.</p>
<p>8.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence.</p>	<p>As the students progress, the inferences become more complex based on the clues from the text and the progression of the student's background knowledge and vocabulary of the topic. The students will draw logical conclusions from textual evidence.</p> <p>Analyzing text structure on claims and evidence will begin in 7th grade and continue through 8th grade. This type of text structure will make a claim and is supported with evidence within the text. Students will analyze the text, looking for evidence that supports the claim through facts, logical reasons, examples or quoting reliable experts or using original sources. This type of structure can be found in editorials. 7th-grade students not only study the text structure of claims/evidence, but they also begin to write argument essays that make a claim and organizes reasons and evidence, using credible sources. 8th-grade argument writing introduces an opposing claim. (See Opinion/Argument Literacy Progression.)</p>
<p>9.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	<p>At this point, it is important to note that students are way beyond identifying how informational texts are structured.</p> <p>By the time students are in high school, students are expected to read multiple texts on the same or similar topics and compare the structures of those texts.</p>
<p>10.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	<p>This comparison may lead them to make inferences regarding why each author selected a specific structure and how that structure supported the author's purpose. Students may also evaluate the effectiveness of the selected text structure.</p>
<p>11.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>A very subtle shift occurs from the 10th grade to 11th and 12th grade. Students are now supporting conclusions drawn rather than inferences. Drawing conclusions is a step beyond inferencing.</p>
<p>12.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>When students infer they use facts from the text to fill in missing information. When students draw conclusions, they actually make judgments or decisions based on the information. Oftentimes the inferences students make lead to the conclusions they draw.</p>

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Theme



Theme

noun | "central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea." (ELA Glossary, page 85)

A theme is the central meaning of a literary work, often a unique insight to real life portrayed through a narrative. A literary work can have more than one theme. The same or similar themes may be present in various texts. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Literacy Progression	
Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
In first grade, this standard begins to list elements of a story. This page is just focusing on THEME.	A theme begins with identifying an abstract noun (love, honor, friendship, etc.) related to the text. Then readers should determine an opinion related to that noun that can be supported by the text. Therefore, a theme should always be a statement and not just one word.
3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none">theme	Teachers present a shared reading with a theme centered around an abstract noun . They model how to identify details from the plot of a narrative that support the given theme. Students are asked how those details support the given theme. Teachers present students with themes centered around abstract nouns . Students are expected to identify details from the plot of a narrative that support a given theme without teacher guidance.
4.3.R.3 Students will describe key literary elements : <ul style="list-style-type: none">theme 5.3.R.3 Students will describe and find textual evidence of key literary elements : <ul style="list-style-type: none">theme	Students can identify theme in the form of a statement. Students may begin the year by selecting appropriate themes from a list, but eventually should be able to write their own statements of theme. General Guidelines: When writing theme statements, there are some things that students should avoid : <ol style="list-style-type: none">Including names of characters or references to events in the story: Theme is universal and should be applicable outside the text.2nd Person: Theme is not advice or a suggestion. Avoid writing statements like "You should never judge people." Instead try beginning with the abstract noun and add the author's viewpoint: "Judging others can hurt friendships."Cliche and/or obvious statements: Try to write theme statements that represent the unique insight to life the author portrays through the story.

	<p>Teachers can provide students with a common text. Students brainstorm abstract nouns from a common text. Students can select one abstract noun and write a sentence about what the author thinks to create a complete theme statement.</p> <p>Students can identify theme in the form of a statement from shared texts or their own reading. They will also describe how they identified the theme by citing multiple pieces of evidence from the text.</p> <p>Students may begin by determining whether or not certain details from the text support a given theme.</p> <p>Students will write brief paragraphs where they identify their own theme statements and support them with significant details from the text.</p>
<p>6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work.</p> <ul style="list-style-type: none"> • theme 	<p>Students begin to analyze how theme is developed throughout a text. This involves going beyond describing the theme of a work with a theme statement. Students will need to identify a theme, describe it, and support it with textual evidence, but they will need to go further by explaining why that theme is significant or how it applies to life outside the text.</p>
<p>7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work.</p> <ul style="list-style-type: none"> • theme 	<p>Students should be able to answer closed and open-ended questions regarding theme.</p> <p>Students write analysis paragraphs or essays where they develop their own theme statements and defend their ideas, citing evidence from the text. Length and complexity of analyses will gradually increase from 6th to 8th grade.</p>
<p>8.3.R.3 Students will analyze how authors use key literary elements to contribute to the meaning of the text.</p> <ul style="list-style-type: none"> • theme 	<p>In addition, teachers ask students to analyze the theme using increasingly complex texts and with increased independence as the year progresses.</p>
<p>9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • theme 	<p>The students continue to discuss and write about the how various literary elements contribute to theme in increasingly complex texts.</p>
<p>10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • theme 	<p>Students will now read multiple texts dealing with similar themes. Students will write analyses that compare and contrast how different texts embody the same or similar themes.</p>
<p>11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> • theme 	<p>Students synthesize details from multiple texts that support student-created theme statements.</p> <p>Students also address the subtle differences in how themes are addressed across multiple texts.</p>
<p>12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p>	<p>During these grades, teachers ask students to analyze the theme across multiple texts using increasingly complex texts with increased independence.</p>

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Word Parts



Word Parts

noun | *Three kinds of word parts are affixes, roots, and stems. An affix is a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished. A root is a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings. Some roots include micro, auto, and bio. A stem is the base form of a word, also called the root word. Some stems include jump, walk, and run.*

Many English words are formed by taking basic roots or stems and adding combinations of affixes. Word parts should be used to determine meaning of words and not just for decoding unknown words. These word parts (e.g., affixes, roots, stems) have specific meanings that, when added together, can help a reader determine the meaning of the word as a whole. Often using a dictionary is not the best choice. A fast and easy alternative to using a dictionary is to break the word into parts and analyze the meaning of each part. Knowing the meanings of the most common word parts gives readers the key to unlock the meaning of hundreds of words in the English language. For further information, see the following resources on word parts from [Scholastic](#), [Reading Rockets](#), and the [Center for Development & Learning](#).

Literacy Progression	
Standard 4	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
1.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.	With guidance and support, students will begin to use affixes , prefixes , and suffixes, to determine the meaning of words. The focus should be on how the added affix changes the meaning of the stem or root word .
2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	As students encounter more and more challenging texts, they must be able to analyze word parts (e.g., affixes, roots, stems) and understand how they contribute the meaning of the word.
3.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	Students should not just memorize a list of affixes, root or base words. The primary focus should be on the meaning of the word.
4.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots , stems) to define and determine the meaning of new words.	Most English words originated from other languages. As students continue to learn and discover how affixes add and change the meaning of the roots and stems, students will begin to learn the meanings of common Greek and Latin roots . This will enable students the ability to uncover the meanings of new words.
5.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.	

<p>6.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>The intent of this standard is to focus on applying the skill of breaking down words and understanding affixes' and Greek and Latin roots' contribution to the meaning of a word, not just to memorize a list of prefixes, suffixes, and root words. However, as students read more complex texts, they will encounter more complex words, which they can comprehend through their knowledge of word parts.</p> <p>Some affixes are used to modify the meaning of a word while others are used to form different parts of speech. As students become more familiar with these word parts, they will better understand both the meaning and part of speech of the words that they encounter.</p> <p>Initially, students may encounter words which are a combination of one root and one affix. As they progress into higher grades, students may encounter words which combine multiple roots and affixes. Their ability to decipher each layer/part of meaning will help them to better understand the word as a whole.</p>
<p>7.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>8.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>9.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>10.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>11.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	
<p>12.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	

Argument Writing



Argument Writing

adjective | "a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner" (ELA Glossary, page 74).

Opinion Writing

adjective | "writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect" (ELA Glossary, page 81)

As [Jim Pryor](#), professor of philosophy at New York University, says, "An argument is not the same thing as a quarrel. The goal of an argument is not to attack your opponent or to impress your audience. The goal of an argument is to offer good reasons in support of your conclusion, reasons that all parties to your dispute can accept." In other words, argument is a skill that requires finding evidence and making claims. We see the beginning skills from the time children begin to talk when they ask for things or ask for evidence: "Why? When? How?" However, the act of bringing effective evidence to strengthen a claim takes practice. Many students are still working toward mastery of this skill throughout high school.

Literacy Progression	
Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.	Although opinion and argumentative writing are not explicitly stated in the early childhood grades, expressing thoughts and ideas is a prerequisite skill to these modes of writing.
K.3.W.1 Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	With continued support from teachers, pre-kindergarten and kindergarten students begin to express an opinion in their writing.
1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion.	As students move through first, second, and third grades, they express opinions on specific topics and provide reasons to support their opinions.
2.3.W.3 Students will express an opinion about a topic and provide reasons as support.	Students' writing should become more refined as they develop as writers. First-grade students may only provide one reason, whereas second- and third-grade students might include multiple reasons. Supportive reasons should become more detailed and may begin to include evidence from texts or research.
3.3.W.3 Students will express an opinion about a topic and provide reasons as support.	
4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support.	As fourth graders, writers should include fact-based reasons as support for their stated opinions. The fact-based reasons may be found through research projects or texts read in class.

	Teachers should differentiate between fact-based and personal reasons of support.
<p>5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.</p> <p>5.3.W.3 Students will clearly state an opinion supported with facts and details.</p> <p>5.3.W.4 Students will show relationships among facts, opinions, and supporting details.</p>	<p>Students begin to develop a clear topic that lets the reader know what their argument is about. Students elaborate on the topic by using specific facts, examples, and details. Students will use an organized structure, such as introduction, body, and conclusion.</p> <p>Students will explain their opinion in a way that can be easily understood. They will explain how their opinions relate to the facts that support it.</p>
<p>6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.</p> <p>Grade Level Focus</p> <p>6.3.W.3 Students will clearly state an opinion supported with facts and details.</p> <p>6.3.W.4 Students will show relationships among facts, opinions, and supporting details.</p>	<p>In the sixth grade, students will compose entire essays that state an opinion supported by factual evidence.</p> <p>Students should be able to explain how the evidence supports their stated opinion.</p>
<p>Grade Level Focus</p> <p>7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources.</p> <p>7.3.W.4 Students will show relationships among the claim, reasons, and evidence.</p>	<p>In 6th grade, students were stating opinions. In 7th grade, students move to argument writing where they will introduce a claim and support the claim with researched reasons and evidence.</p> <p>Students will explain their claim in a way that can be easily understood. They will explain how their claim relates to the reasons and evidence that support it.</p>
<p>Grade Level Focus</p> <p>8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources.</p> <p>8.3.W.4 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>	<p>As students write arguments in the eighth grade, they are tasked with recognizing a claim from the opposing viewpoint in their writing.</p> <p>In addition, students will continue to explain how their evidence and reasoning relates to their claim, but will also develop a satisfactory conclusion.</p>
<p>9.3.W.4 Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences using credible sources.</p> <p>9.3.W.5 Students will show relationships among the claim, reasons and evidence and include a conclusions that follows logically from the information presented and supports the argument.</p> <p>9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<p>In the 9th grade, students compose essays in a formal style while maintaining an objective tone toward the topic. While students may be arguing to support their thesis, they approach the topic objectively, relying on factual information to support their argument rather than logical fallacies or bias.</p> <p>Students can effectively defend their claim by using reasoning and evidence that is clear, original, and compelling, rather than obvious and vague.</p> <p>Students can clearly state the claim they are making regarding a topic and describe with clarity how their claim is different than other claims. The student is also able to select appropriate evidence to defend the stated claim.</p>
Grade Level Focus	<p>There is a subtle shift that asks students to create "precise" claims. This emphasizes the need for increased feedback on the specificity of claims students are making. Consider the difference between <i>We should do more to retain good teachers</i> and <i>Increasing teacher pay to the regionally average will help increase teacher retention</i>. Both are claims; however, the second claim is more precise.</p>

<p>10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.</p> <p>10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<p>Another shift in the 10th grade involves moving to “sufficient evidence” and “balanced argument.” Students may also need help in understanding what type and/or how much evidence is sufficient. A balanced argument may include evidence that addresses both the claim and counterclaim. Students may also consider balancing the types of evidence they use (e.g., logical, anecdotal, empirical, etc.).</p> <p>In the 10th grade, students are asked to use language that helps the argument flow from one idea to the next. The focus here is to use transitions that provide clear signals to the reader.</p> <p>The organization of the argument is logical and intentional. The student deliberately organizes the claims, evidence, and reasoning in a way that readers can easily follow the argument. Ideally, the organization of the argument actually adds to the argument itself.</p> <p>Students are able to navigate multiple modes of writing within a single argumentative piece. For example, in order to defend the claim that teachers in Oklahoma deserve a pay raise, a student may use narrative writing by relating a personal anecdote as well as using expository writing by providing factual evidence and reasoning using charts that compare the regional average of teacher salaries.</p>
<p>11.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.</p> <p>11.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p> <p>12.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.</p> <p>12.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p> <p>12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<p>In 11th and 12th grades, the language moves from “precise” claims to “informed” claims. The implication here is that students will spend time doing some extensive research prior to formulating a claim.</p> <p>This standard also demands that students provide the “most relevant evidence” versus “sufficient evidence.” This emphasizes the need for students to reference and evaluate the evidence from multiple sources before building their argument.</p> <p>Also in the 11th and 12th grades, students are being asked to use language in a way that has a rhetorical impact on the reader. They will intentionally vary their syntax to create the desired effect on their readers.</p>

Citations



Citations

noun | a "quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citations style include MLA (Modern Language Association) and APA (American Psychological Association)." (ELA Glossary, page 74)

With the recursive nature of the reading and writing strands of the standards, it is imperative to directly instruct students how to reference the evidence they have read in the writing in which they are making assertions requiring support. Students should understand the importance of attributing information to the proper source whether quoting directly, summarizing, or paraphrasing. Citation modeling and practice should occur in a variety of writing examples, including short answer, essay responses, formal writing pieces, etc. to make citing sources a regular practice.

Literacy Progression

Standard 6	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support .	In early grades, students will not be required to actually cite information; however, it is important that they can recognize which information does come from sources. In the first grade, this may be a teacher-led discussion where the teacher models organizing information using a variety of graphic organizers (t-chart, Venn Diagram, cluster, etc.). It is important to note that students are not required to do this independently yet.
2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	By the end of 2nd grade, students should be able to accurately put information into graphic organizers in small groups and independently.
3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.	Although these objectives aren't directly related to citations, it is important that students understand where information comes from.
4.6.W.2 Students will organize information found during research, following a modified citation style (e.g. author, title, publication date) with guidance and support.	Beginning in fourth grade and continuing in fifth grade, students should organize information found during research into a bibliography using a modified and simple citation style consisting of author's name, title, and date of publication. Students are organizing their bibliographies with guidance and support of the teacher.
5.6.W.3 Students will organize information found during research, following a modified citation style (e.g. author, title, publication date) with guidance and support.	It is important to note that students will be progressing to using an APA or MLA citation style beginning the next year. Students are not required to quote or cite information at this stage, but should be introduced to the concept of plagiarism and are beginning to paraphrase information through standard 4.2.R.4 and 5.2.R.3 .

<p>6.6.W.3 Students will organize information found during research, following a modified citation style (e.g. MLA, APA, etc.) with guidance and support.</p>	<p>Until this point, students will only have used the author's name, title, and publication date as a reference citation. 6th grade should introduce either MLA or APA style in a modified, approachable way that students can master but that can be built upon in upper grades.</p> <p>It is important that the department/ district make a decision about which style to follow to eliminate confusion from one year to the next</p>
<p>7.6.W.3 Students will organize information found during research, following a modified citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	<p>At this point, students are now citing information independently. Students will naturally tend to "copy and paste" text from their resource into their writing. 7th grade students require direct instruction in how to avoid plagiarism by using citations correctly.</p> <p>This is the first year where students should be able to do this independently, having had guidance and support up to this point.</p>
<p>8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	<p>After learning a modified citation style in 6th and 7th grade, students should learn the fullness of the chosen citation style with practice in multiple writing pieces throughout the year. 8th and 9th grades should emphasize paraphrasing and summarizing as key ways to incorporate textual evidence alongside appropriate citation.</p>
<p>9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	
<p>10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	<p>By the time students enter the 10th grade they should have a thorough understanding of the school's chosen citation style. Typically schools will default to the MLA citation style. However, it is up to your school system to work together to ensure that all grade levels are working toward the same standard citation style.</p>
<p>11.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	<p>Citation styles differ for disciplines outside of English Language Arts. It would be beneficial to consult with other departments concerning their chosen citation styles.</p>
<p>12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.</p>	<p>In addition to the mastery of a chosen citation style, students should begin working on the seamless integration of quotes, paraphrases, and summaries of findings into their written work. The intended goal is to create written works with citations that do not inhibit narrative flow.</p>

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Editing and Revision



Editing & Revision

verb | When editing, students review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning. During revision, students reread the text and make changes (in content, organization, sentence structures, and word choice) to improve it. Students can revise by adding, deleting, replacing, or moving text. (ELA Glossary, pages 77 & 83)

Editing and revision are both important stages in the writing process. These stages make it possible for writers to write freely, only concerned with getting their ideas down on paper. Once the ideas are drafted, writers edit to change formatting and mechanical issues to assure the work is free of errors in grammar, spelling, and punctuation. Revision is to change, rearrange, and elaborate on ideas and content, including improving word choice, developing thoughtful organization, and rethinking sentence structure, in order to improve the work. Because writing, by nature, is a recursive process, the editing and revision stages should not be considered the final stages, but part of the process to make writing more fluid and complete. In fact, some students may prefer to revise before they edit.

Literacy Progression

Standard 2	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.	In kindergarten, students should be able to use appropriate spaces between words after adequate practice and guidance. Students first learn that a group of letters forms a word. As they decipher between letters and words, they will be able to add spaces between the words.
1.2.W.1 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.	First and second-grade writers should work to develop their writing. They should edit their sentences, adding spaces between words, while writing from left-to-right and top-to-bottom. Through revision, they will make good sentences better by adding details.
2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.	
3.2.W.2 Students will edit drafts and revise for clarity and organization.	Third and fourth graders are expanding their knowledge of conventions with a focus on parts of speech, capitalization rules, punctuation rules, and spelling patterns. Students at this level begin to edit for a variety of errors. Checklists allow students to focus on identifying and correcting various types of errors.
4.2.W.2 Students will edit drafts and revise for clarity and organization.	Students revise for clarity and organization by reviewing their word choice, sentence fluency, and ideas. Students at this level are learning to write compound and complex sentences. Students can check their writing for a variety of sentence structures. They can do this by asking themselves if their writing is too choppy or if they should combine ideas. They are also learning to develop paragraphs by categorizing and expanding their ideas. Is there a clear topic with supporting ideas? Do they use too many words to develop their ideas? Are they using

	<p>transition words to connect their ideas? Students can reflect on their sentences and paragraphs and determine which ones to revise for fluency, clarity, and organization.</p>
<p>5.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, and coherence.</p>	<p>Fifth graders are able to edit their papers for basic conventions with a focus on commas, apostrophes, and quotation marks. At this level, students will focus revision on topics such as shifts in verb tense, sentence fluency, voice, word choice, ideas, and organization.</p> <p>Students may revise the same paper multiple times for different intended purposes. Coherence in writing is the ability of the writer to make the writing easily understandable to the reader. The reader accomplishes this by connecting ideas through transition words, word choice, sentence development and the repetition of ideas.</p>
<p>6.2.W.4 Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view.</p>	<p>As in previous levels, students can edit their writing for basic conventions and take their writing through multiple drafts to arrive at a polished product. Their revision strategies result in organized pieces whose purposes are clear.</p> <p>In the sixth grade, students should maintain a consistent point of view in which the same person or personal pronoun is used throughout a sentence or a paragraph. Regardless of using first, second, or third person point of view, students should be consistent in their choice. When students notice they have changed point of view, they can revise their sentences for consistency.</p>
<p>7.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view.</p>	<p>In the seventh grade, students can edit for any mechanical or grammatical errors.</p> <p>Students recognize that using transitions explain how the ideas are related to one another, while coherence allows writers to move clearly from one idea to the next. Students revise their writing to improve the content of ideas, order, and clarification.</p>
<p>8.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.</p>	<p>In the eighth grade, students edit for grammar, spelling, and punctuation.</p> <p>In the 8th grade and beyond, students' writing should still contain consistent point of view and transitions, but now sentence variety is expected. Students can revise their sentences to have a variety of simple, compound, complex, and compound-complex sentences of varying lengths. When students revise their sentences they may read aloud to catch run-on sentences and over-used words.</p>
<p>9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.</p>	<p>In the ninth grade, students' writing should include a consistent tone. While students cannot "edit" their tone in the sense of grammatical errors, they should be mindful of strange or awkward phrasing in establishing the tone. The tone should be established with the audience and purpose in mind. For example, a narrative essay might display a playful or humorous tone while an informative essay would display a more formal, serious tone.</p> <p>During the revision process, students should focus on keeping the tone consistent throughout the writing piece.</p>
<p>10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.</p>	<p>In the tenth grade, students' writing should include a focus on appropriate transitions. While editing, students should be aware of punctuation following transitions as well as the sentence structure. The revision process should involve students</p>

	<p>going beyond the use of “first, second, in conclusion, etc.” as transitions and focus on the use of more meaningful and appropriate transitions. For example, some transitions for addition could be “furthermore, in addition, moreover, etc.”</p> <p>Some transitions for time could be “simultaneously, subsequently, afterwards , etc.”</p> <p>The goal of the revision process is to establish meaningful texts, which means that students should be engaged in a recursive writing process that encourages and promotes the establishment of a clear purpose that is evident to the audience.</p>
<p>11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.</p>	<p>In the 11th grade and beyond, students’ writing should include logical organization and the use of rhetorical devices. As students develop their writing, the editing process should focus on the text structure and the grammatical aspects of the writing while the revision process should focus on the organization of the writing - whether that be cause/effect, sequence, problem/solution, compare/contrast, etc. - in order to establish a clear purpose. Within the organization of the writing, students should use rhetorical devices that evoke emotion on the part of the audience. These devices may include but are not limited to, allusion, analogy, metaphor, simile, and understatement.</p>
<p>12.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.</p>	

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Informative Writing



Informative Writing

adjective | *Informative writing conveys information accurately.*

Informative writing is a type of nonfiction writing that conveys information about something, which means it is factual. The writer's purpose is to increase the reader's knowledge, to help the reader better understand a procedure or process, or to increase the reader's comprehension of a concept. Many examples of informational writing can be found in newspapers, almanacs, and reference books.

Due to the recursive and connected nature of ELA standards, teaching any mode of writing should also include objective from other standards. Throughout instruction in informative writing, teachers should include objectives from Standard 6: Research, Standard 2: Writing Process, Standard 4: Vocabulary, and Standard 5: Language.

Literacy Progression

Standard 2	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.3.W Students will use drawing, labeling, and dictating, to express thoughts and ideas with guidance and support.	Writing in early childhood classrooms lays the foundation for mode-specific writing to be done in later grade levels. Through shared writing experiences and guidance from the teacher, students should draw pictures, label pictures or diagrams, and/or dictate to others the facts they want to communicate for informative writing.
K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information , or express an opinion with guidance and support.	
1.3.W.2 Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.	In first grade, informative writing includes gathering facts from a read-aloud text and writing those facts in a way that demonstrates understanding of the text. Since this objective calls for guidance and support, teachers may provide shared writing opportunities and other support as students write to inform.
2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.	In second grade, students' informative writing shifts from simply writing facts from a read-aloud to including a main idea and supporting details.
3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.	Third grade students will continue to expand their informative writing, including developing the main idea and supporting details. Students should also start incorporating transitions and signal words to introduce details or facts in their writing. Transitions are words or phrases used to show connections among ideas. Signal words show emphasis, addition, comparison or contrast, illustration, and cause and effect.
Grade Level Focus 4.3.W.2 Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.	Fourth graders continue to refine and develop their writing with a focus on establishing a clear main idea while continuing to include supporting details, transitions, and signal words. While

	all modes of writing need to be taught, informative writing is an instructional focus for 4th grade.
<p>Grade Level Focus 5.3.W.2 Students will introduce and develop a topic, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure.</p> <p>6.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g. specific facts, examples, details) and maintaining an organized structure.</p> <p>7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and formal style.</p> <p>8.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.</p>	<p>As fifth graders, students continue to expand what they know about informative writing to more formally introducing and developing a topic. The development of the topic should include evidence such as specific facts, examples, and details to support the topic. Students should work on using and maintaining an organized structure, including an introduction, body, and conclusion in their writing. Organizational structures introduced in objective 5.2.W.3 (e.g. descriptions, compare/contrast, sequential, problem/solution, cause/effect, etc) are appropriate for creating multi-paragraph essays. While all modes of writing need to be taught, informative writing is an instructional focus for 5th grade.</p> <p>The expectations for sixth through eighth grades shift to specifically composing essays (a composition that addresses one specific subject and informs readers about the topic) and reports (compositions that present facts about a topic and will help readers learn about and understand the topic). Essays and reports should include evidence and maintain an organized structure. (See 6.2.W.3, 7.2.W.3 and 8.2.W.3, respectively.)</p> <p>In seventh and eighth grades, students should begin using a formal style in their writing. In a formal style, students should pay close attention to word choice, selecting more formal academic language rather than more casual written or spoken forms of language.</p>
<p>Grade Level Focus 9.3.W.2 Students will compose essays and reports about topics, to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p> <p>Grade Level Focus 10.3.W.2 Students will compose essays and reports about topics, to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p>	<p>Effective informative essays and reports introduce the topic objectively, without the writer's feelings or opinions. In 9th grade, students will expand their informative writing skills to include the objectivity needed for effective writing. Students will continue incorporating evidence, expanding to include data as evidence. Students will continue to maintain an organized structure (See 9.2.W.3 and 10.2.W.3) and formal style. While all modes of writing need to be taught, informative writing is an instructional focus for 9th and 10th grade.</p>
<p>11.3.W.2 Students will compose essays and reports about topics, to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p> <p>12.3.W.2 Students will compose essays and reports about topics, to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p>	<p>While there is no additional content introduced in eleventh and twelfth grades, students should continue to refine their writing with more sophisticated topics, organization, and formal style. Organizational structures should mirror those included in 11.2.W.3 and 12.2.W.3 respectively.</p>

Multimodal Presentations



Multimodal Presentations

noun | "multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. "All Writing is Multimodal," Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.) from Utah State University Press, copyright 2015." ([ELA Glossary](#), page 80).

Multimodal presentations utilize more than one mode to convey meaning. "Multimodal texts do not have to be digital, whether a [presentation] is created on a computer, paper or another type of technology it can enable a combination of words, photos, charts, layout and etc. in order to communicate a message and be categorized as multimodal" ("**Modes**"). For example, students could orally present on a topic and have a visual aide. Images could be confined to a poster, crafted in a slideshow, embedded in a video, or exhibited using other visual displays. Students need authentic audiences for these formal presentations. Multimodal presentations allow students to develop a deeper look at an aspect of literature, enable students to present evidence to support a claim or opinion, and give students an opportunity to report on a research topic.

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.7.W Students will use appropriate technology to communicate with others with guidance and support .	Pre-K students are being introduced to a variety of technology that can be used for communication. Students at this age can utilize a variety of apps and other programs to share their learning with their peers and their families. Providing guidance and support is essential in students developing the confidence to utilize technology to communicate.
K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication .	A student can use a variety of methods to support verbal communication. This can be in the form of drawings, puppets, or photographs.
1.7.W.2 Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings .	Students can use apps, such as Puppet Pals or Seesaw, to record their learning and share with others. Students are beginning to learn that some multimedia tools are more suited for different purposes.

2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	A student's presentation will start simple, using only one or two various multimedia tools in their presentations. These tools can be anything from pictures, charts, and graphs to sound effects and video clips, depending on the ability of the student.
3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	A student's presentation will move to more complex presentations by using photos and other multimedia elements. The student can embed these elements into their presentations.
4.7.W.2 Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	A student can supplement their written work with multimedia such as graphs, charts, images, videos, etc. The student further elaborates on the main idea being conveyed through their presentations
5.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	Students can use visual displays to enhance their presentation. Students will not just read word-for-word from a slide presentation.
6.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	Students should be able to enrich their presentations with the use of graphics, charts, images, graphs, etc.
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.	<p>The text, graphics, charts, graphs, audio, images, animations, and/or video that students use in their presentations should serve to clearly state information related to their subject matter.</p> <p>These media may also be used to provide further evidence to support the claim the student is making in an argumentative piece. It should be impactful and relevant to argument.</p>
8.7.W.2 Students will utilize multimedia to clarify information and emphasize salient points.	<p>The text, graphics, charts, graphs, audio, images, animations, and/or video that students use in their presentations should serve to emphasize important information or details.</p> <p>This media content should be meaningful to their subject matter and not merely frivolous graphics or pictures.</p>
9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	<p>The use of text, graphics, charts, graphs, audio, images, animations, and/or video will be used with specific purposes and audiences in mind.</p> <p>The use of multimedia will be for the explicit purpose of enhancing understanding of ideas within the presentation through engaging methods. At this level, the media should enhance the engagement of not just one particular audience but to as many different kinds of listeners/readers/viewers as possible.</p>
10.7.W.2 Students will create engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Considering rhetorical appeals as well as engagement strategies for multiple types of learners/listeners is key. The rhetorical appeals of logos (logic, hard facts and evidence), ethos (ethical reasoning), and pathos (emotional appeals and reasoning) could be used when integrating and enhancing findings, reasoning, and evidence into multimedia presentations.
11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Along with the previous emphasis on engagement of diverse audiences, at this level, students will be constructing and assembling presentations composed of many parts of media, both original and researched.
12.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to	The focus at this level will be to construct more engaging presentations that enhance previous ideas, showing an even greater level of revision and focus than before as students

enhance understanding of findings, reasoning, and evidence for diverse audiences.

continue to capture and sustain the attention of diverse audiences.

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Narrative Writing



Narrative Writing

adjective | "Writing that tells a story. This writing is often anecdotal, and personal--allowing students to express themselves in creative and, quite often, moving ways" (ELA Glossary, page 82).

A *narrative* is an account of a sequence of events usually presented in chronological order. A narrative may be real or imagined, nonfictional or fictional. Another word for narrative is *story*. The structure of a narrative is called the *plot*. Narrative writing can take various forms, including personal essays, biographical sketches (or profiles), and autobiographies in addition to novels, short stories, and plays. James Jasinski has observed that "narratives are a way through which people make sense of their lives, a vehicle for ordering and organizing experiences, and a mechanism for both comprehending and constituting the social world. Narratives, in short, fulfill a range of basic human needs" (*Sourcebook on Rhetoric*, 2001).

Literacy Progression

Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.	Narrative writing begins with drawing, telling, and using emergent writing like scribbles, letter like forms, random letters, beginning sound, etc. This is where students share their thoughts and opinions about topics that are well-known to them.
K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	
1.3.W.1 Students will begin to write narratives incorporating characters , plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.	Teachers provide examples and model for students the incorporation of the setting and characters . Students begin writing narratives that incorporate plot through writing a specific beginning, middle, and end.
2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.	Students will establish the setting and characters of a story and continue to write narratives that incorporate plot and sequence of events. Students write narratives that incorporate appropriate transitional words and phrases to establish chronology . And finally, students write narratives that incorporate conclusions .
Grade Level Focus 3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view , and conflict (i.e., solution and resolution).	While composing, teachers and students need to keep in mind the writing process (3.2.W), word choice (3.4.W), and language (3.5.W). Students continue to write narratives and establish a point of view , determining if a narrator or other character is telling the story and develop a plot including a conflict and resolution .
4.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue .	While composing, teachers and students need to keep in mind the writing process (4.2.W), word choice (4.4.W), and language (4.5.W). Character dialogue is introduced and incorporated at this time as the students continue writing narratives that establish characters, setting, point of view, as

	well as develop plot that illustrates beginning, conflict, rising action, climax, falling action, and resolution.
5.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, (i.e., internal, external), and dialogue.	While composing, teachers and students need to keep in mind the writing process (5.2.W), word choice (5.4.W), and language (5.5.W). Internal and external conflict are introduced as students continue to write narratives that establish characters, setting, point of view, plot (exposition, rising action, climax, falling action, resolution) internal and external conflict, and dialogue.
6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	
7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.	While composing, teachers and students need to keep in mind the writing process (7.2.W), word choice (7.4.W), and language (7.5.W). Sensory details to convey experiences and events are introduced as students create a well-structured event, which includes the five senses that move the reader through the story or experience. Students continue to write narratives that establish characters, setting, plot (exposition, inciting incident, rising action, climax, falling action, resolution), conflict (internal, external) and dialogue.
8.3.W.1 Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.	While composing, teachers and students need to keep in mind the writing process (8.2.W), word choice (8.4.W), and language (8.5.W). Students continue to write narratives that establish characters, a more sophisticated plot with flashback and foreshadowing , setting (time and place), point of view, conflict (internal, external), dialogue, and sensory details.
Grade Level Focus 9.3.W.1 Students will write non-fictions narratives (e.g., memoirs, personal essays).	Students will compose a variety of nonfiction narratives, using effective techniques, well-chosen details, and well-structured event sequences. Students will 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. Students will create a smooth progression of experiences or events. Students will use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Students will use a variety of techniques to sequence events, so they build on one another to create a coherent whole. Students will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
10.3.W.1 Students will write narratives embedded in other modes as appropriate.	The shift beginning at 10th grade involves students composing narratives within other modes of writing to achieve specific purposes. Building on the skills addressed in previous grades, students will use narrative writing within a larger argumentative or informative essay to support the thesis.
11.3.W.1 Students will write narratives embedded in other modes as appropriate.	For example, one may write a blog entry to inform people about new legislation that is being proposed. However, due to the complexity of the language of the legislation, the writer may use a narrative to explain the details of the bill. In this case the narrative would help simplify complex ideas for the purpose of informing readers.
12.3.W.1 Students will write narratives embedded in other modes as appropriate.	In a persuasive piece, the writer may include a narrative account of how that legislation would impact an average family. The narrative would work to affect the emotions of those readers for the purpose of persuading others.

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Punctuation



Punctuation

noun | *Punctuation are the marks, such as periods, commas, and parentheses, used in writing to separate sentences and their elements and to clarify meaning.*

Using punctuation correctly in writing is important to the meaning of the work. Without proper punctuation, the intended meaning can be changed to make the writing confusing or even incomprehensible. Punctuation brings sense, clarity, and information to the text students are reading and writing. An error in punctuation can change the entire meaning of a sentence. Punctuation and errors in punctuation can also change the tone and emotion of a sentence as well. The purpose of reading and writing is for meaning, and punctuation plays a vital role in written communication.

Punctuation By Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12
Period
Question Mark	?	?	?	?	?	?	?	?	?	?	?	?	?
Exclamation Point			!	!	!	!	!	!	!	!	!	!	!
Comma				/	/	/	/	/	/	/	/	/	/
Apostrophe				'	'	'	'	'	'	'	'	'	'
Quotation Marks				"	"	"	"	"	"	"	"	"	"
Colon							:	:	:	:	:	:	:
Semicolon							;	;	;	;	;	;	;

Literacy Progression

Standard 5	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark .	During the kindergarten year, students will begin composing simple sentences. Initially, they will write simple 3 or 4-word sentences about things they like or things they can do ("I like cats." or "I can run."). As students become more comfortable with their literacy skills, they will add sight words and "invented spelling" words to add more information to their sentences. They will learn to begin their sentences with a capital letter and end with a period or question mark, which they may have difficulty writing correctly.
1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	First-grade writers will use simple grammar rules in their own writing. They will have a better understanding of which end

	marks to use with their sentences.
2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	At the second grade level and beyond, students are responsible for applying all sentence types and ending punctuation marks consistently and appropriately within their construction of simple and compound sentences. They should know that both declarative sentences (make a statement) and imperative sentences (give a command) end in a period, interrogative sentences (ask a question) end in a question mark, and exclamatory sentences (show strong emotion) end in an exclamation point.
3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks , and end marks as needed for dialogue .	Third-grade writers will begin to add dialogue to their writing and will expand their sentences with commas, apostrophes, and questions marks within the context of dialogue. Quotation marks capture exactly what the speaker said. Dialogue adds depth and interest to writing, advances the plot and setting, and gives voice and insight to characters.
4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.	
5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material .	In fifth grade, students write using correct mechanics which refers to the conventions of writing such as spelling, punctuation, and capitalization. In fifth grade, quotation marks are used for dialogue and quoted material , taking the exact words from a source. Direct quotations are a word for word from another source and require quotation marks. Without the quotation marks, students will be plagiarizing, taking someone else's words as their own.
6.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons , and semi-colons .	In the 6th grade, students should use colons in their sentences to introduce something that can follow a quotation, example, or a list. (Example: There are two choices at this time: run away or fight.)
7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	Students also begin to use semi-colons to join two independent clauses, to separate main clauses joined by a conjunctive adverb, or to separate items in a list that already uses commas. (Example: Star Trek was my favorite television show during the 1960's; in fact, it is my favorite television show of all time.)
8.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	Students' writing should reflect the correct use of colons and semi-colons to enhance their writing skills. In the 7th and 8th grades, students continue to use a variety of punctuation in their writing, but no new punctuation marks are introduced.
9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed .	In the 9th grade, students' writing should include a focus on punctuation marks as needed . By this level, students should have the knowledge to include the following punctuation marks appropriately: basic commas, apostrophes, quotation marks, colons, and semi-colons. Students at this level of writing should also have the skills to include more stylistic punctuation marks such as dashes, ellipses, brackets, etc. Examples of how to use these more stylistic punctuation marks can be found at the Purdue Owl Writing Center's pages on punctuation and research .
10.5.W.1 Students will write using correct mechanics .	In the 10th grade and beyond, students should be writing with

<u>11.5.W.1</u> Students will write using correct mechanics.	correct grammar and mechanics consistently. Grammar refers to the structure of language (parts of speech, syntax, etc.); mechanics refers to standard conventions of English such as spelling, capitalization, and punctuation. Previously taught skills in the areas of grammar and mechanics should be accurately reflected throughout student writing.
<u>12.5.W.1</u> Students will write using correct mechanics.	

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Research Papers



Research Papers

adjective | A research paper is a piece of academic writing based on its author's original research on a particular topic, and the analysis and interpretation of the research findings. (www.aresearchguide.com).

Writing research papers is a process that involves conducting research to answer a question by drawing from sources that are accurate and credible. This includes many skills: note-taking, [informative writing](#), and [argument writing](#). Students will answer questions by investigating the topic in-depth: gather, evaluate, and synthesize the information from multiple [sources](#) and draw conclusions based on the research. The characteristics of a research paper include logical organizations that link the important ideas, elaboration and evidence based on relevant and accurate information, and includes a good, strong conclusion. Successful research papers include citing for textual evidence that is [paraphrased](#) and quoted. Sources used during the research are [cited](#) on a works cited or bibliography page. Students benefit from both shorter and in-depth research tasks.

Literacy Progression

Standard 6	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
5.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	Writing research papers is a cumulation of most of the Oklahoma Academic Standards. Beginning in 5th grade, students begin to gather information and write a research report with guidance and support. 6th and 7th grade students continue through the process with less guidance and support. The information in the report is summarized for extended research periods of time or shorter research task.
5.6.W.4: Students will summarize and present information in a report.	The process for conducting research starts with selecting a topic, narrowing it down, and generating questions that will help guide and deepen the investigation of the research.
6.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).	It is important the sources used contain relevant and accurate information about the topic.
6.6.W.4 Students will summarize and present information in a report.	Note-taking records information and where the information is found.
	An informal outline will organize the ideas which include title, introduction, body paragraphs, and conclusion.
	The draft should be based on the informal outline summarizing the information for the research report.
	A list of sources should be included in the research report, using the format that assigned by the teacher.
	Students follow the writing process of revising and editing before sharing the research report.

	<p>Research for shorter timeframes may require fewer sources. The shorter research could be used as a practice for a specific research skill. (e.g., citation, note-taking, paraphrasing, summarizing, or quoting). The shorter research timeframes enable more teacher feedback and time for modeling. The shorter timeframes also allow for multiple avenues of exploration about the topic.</p>
<p>7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p> <p>7.6.W.4 Students will summarize and present information in a report.</p> <p>8.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p> <p>8.6.W.4 Students will summarize and present information in a report.</p> <p>9.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p> <p>9.6.W.4 Students will summarize and present information in a report.</p>	<p>Students continue to write research papers for extended periods of time or for shorter timeframes. Writing research reports is a requirement in many content areas. The research process for extended periods of time will continue to involve: conducting research to answer questions, drawing on sources for accurate information and evaluating effective sources to determine if the source is relevant to the topics. A research paper should not rely too heavily on one source, but include several sources.</p> <p>Students take notes to record information. A complete informal outline will help plan a well-organized research paper. Information should be summarized. The information should also be paraphrased or use quotations to avoid plagiarism. A standard format for citation and bibliography should be included and continue to follow the writing process for the research paper.</p> <p>Research for shorter timeframes may require fewer sources. The shorter research could be used as a practice for a specific research skill. (e.g., citation, note-taking, paraphrasing, summarizing, or quoting). The shorter research timeframes enable more teacher feedback and time for modeling.</p>
<p>10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>10.6.W.4 Students will synthesize and present information in a report.</p> <p>11.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p>11.6.W.4 Students will synthesize and present information in a report.</p>	<p>Beginning in the 10th grade, there is a subtle shift in the expectations for research papers. 10th graders are expected to synthesize and present information from sources.</p> <p>This has several implications:</p> <ul style="list-style-type: none"> • Research must involve multiple sources. • Students will go beyond simple summary. • Students should take into consideration information from multiple sources and make original claims and/or generalizations. <p>Extended Research:</p> <ul style="list-style-type: none"> • These tasks involve a series of assignments over the course of several weeks that culminate in a final product.

12.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

- Students should have opportunities to access, vet, and integrate information from print and digital sources.
- Teachers may require students to complete print or digital notecards to help students organize the information they are gathering.
- Students should also adhere to the appropriate citation style (MLA, APA...).

Shorter Research Tasks:

- These tasks should be embedded within other units of instruction and bundled with other standards.
- These tasks should require less sources, and the teacher may scaffold the research by provided the sources for students.
- Students can practice specific research skills (citations, embedding quotes/paraphrasing, synthesis, ect..) without waiting to incorporate writing in an extending piece, enabling the teacher to give prompt feedback.

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Sentence Types and Structures



Sentence Types & Structures

adjectives | Sentences are used for different purposes and can be categorized based on their purpose. There are four main sentence **types**: declarative, interrogative, exclamatory, and imperative. Declarative sentences make statements. Interrogative sentences ask questions. Exclamatory sentences show excitement or emotion. Imperative sentences give commands.

Although sentences can be written in a multitude of ways, there are only four sentence **structures**: simple, compound, complex, and compound-complex. "A simple sentence contains one independent clause. A compound sentence contains two or more independent clauses joined by a conjunction. A complex sentence contains an independent clause and at least one dependent clause. A compound-complex sentence contains two or more independent clauses and at least one dependent clause." (ELA Glossary, page 105)

Teaching the four different sentence **types** helps children to understand the purposes for sentences, what types of sentence to should use when trying to get a point across, and which punctuation mark should be used at the end of a sentence. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Imperative sentences issue commands or requests, or they can express a desire or wish. They are punctuated with a simple period, or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Exclamatory sentences express strong emotion. Exclamatory sentences always end in an exclamation mark. Interrogative sentences always ask a question and end in a question mark.

As students develop their writing skills, they should be adding sentence **structure** variety in order to make their writing engaging for the reader. Using mostly simple sentences may make the writing feel stagnant and rushed. Writing with mostly compound-complex sentences may make the reader feel disconnected from the main objective of the writing. When combining the four different structures, however, the writer can develop a more fluid piece of writing that keeps the reader's attention.

Literacy Progression	
Standard 5	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	During the kindergarten year, students will begin composing simple sentences. Initially, they will write simple 3 or 4-word sentences about things they like or things they can do ("I like

	cats.” or “I can run.”). As students become more comfortable with their literacy skills, they will add sight words and “invented spelling” words to add more information to their sentences. They will learn to begin with a capital and end with a period or question mark.
1.5.W.2 Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.	First grade writers will use simple grammar rules in their writing. They are able to combine declarative sentences into one compound sentence using basic conjunctions i.e. and or but. First graders will compose declarative and interrogative sentence types in their writing. Students will understand that declarative sentences use periods and interrogative sentences (questions) use question marks.
2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	Second grade writers will use simple and compound sentences in their writing. At this level, students may begin to use conjunctions beyond and and but to compose compound sentences. At this level, the two other sentence types are introduced: imperative and exclamatory. Students will be able to compose all sentence types and choose the appropriate end marks. The exclamation point is the new end mark introduced at this level.
3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	Students build on simple sentences to create compound and complex sentences. In compound sentences students will use conjunctions to combine ideas. Complex sentences will involve dependent and independent clauses which are combined together through the use of commas.
4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	One key element to composing simple, compound, and complex sentences and questions is the understanding of subject and verb agreement. Students will begin recognizing subject and verb agreement while analyzing texts in third grade (3.5.R.5) and will continue this skill into upper grade levels. This is a key foundational skill in order to compose simple, compound, and complex sentences in writing and should be emphasized when composing sentences and analyzing student writing. Students at this level can identify the subject and verb in a sentence. Imperative sentences give a command or make a request. These sentences usually begin with a verb and the subject of the sentence is not stated. “You” is the implied subject, or the understood subject, in the sentence. The idea of an understood subject is essential when learning to identify and correct sentence fragments. Sentence fragments occur when a word or group of words is used as a sentence but does not include both a subject and a verb or does not express a complete thought. Run-on sentences occur when two or more independent clauses are connected improperly. Definitions and examples of fragments and run-on sentences can be found at the Walden University Writing Center .
5.5.W.2 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.	Students will practice editing and revising sentences for complete, comprehensive, and concise sentences.
6.5.W.2 Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	In the 6th grade, students begin to choose among simple, compound, and complex sentences to signal differing relationships among ideas . Through the use of transitional words, sentences should be richer in content and provide more detail about characters and events in the story or text.
7.5.W.2 Students will compose simple, compound, complex,	In the 7th grade and beyond, compound-complex sentences

and compound-complex sentences and questions to signal differing relationships among ideas.	provide students with a way to describe ideas, and long chains of events. Students' use of compound-complex sentences in writing enriches the students' way to communicate their ideas. As a student progresses, they should be able to use a variety of sentence structures to communicate ideas in an informative and interesting progression. Sentence variation should vary depending on the type of writing. Definitions and examples of the four different types of sentences can be found at the Purdue Owl Writing Center .
8.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	
9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	
10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.	
11.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses , to signal differing relationships among ideas.	In the 11th grade and beyond, students should effectively use phrases and clauses to compose simple, compound, complex, and compound-complex sentences and questions. Definitions and examples of the four different types of sentences can be found at the Purdue Owl Writing Center . Signaling differing relationships among ideas involves fluid transitions from one idea to the next. The University of Wisconsin Writing Center provides a list of transition words categorized by their function. At this level students should be able to effectively and intentionally use a variety of sentence types that transition effectively from one idea to the next while using various phrases and clauses accurately.
12.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	

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Thesis Statement



Thesis Statement / Claim

noun | "the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning." (ELA Glossary, page 85)

noun | "an assertion of the truth of something." (ELA Glossary, page 74)

At its core, communication is based on the give and take of ideas. Making a claim is how old information is transferred to new meaning, and a thesis statement is a strong claim made as the road map of an essay. The skill of making effective claims allows people to summarize their idea in one concise statement. Using this skill to create a thesis statement helps students begin with their idea and then build upon it with their evidence and reasoning.

Literacy Progression

Standards	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	Although thesis statements are not explicitly stated in the early childhood grades, learning to express ideas and opinions is an essential building block for making claims.
K.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	In the first few years, a child will begin expressing unique ideas through actions, pictures, and stories.
1.3.W.3 Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.	A small shift occurs here. First-graders are asked to express an opinion (with guidance and support) rather than just an idea. They also must give reasons why they have that opinion. Mastering this skill is crucial in developing the ability to produce effective thesis statements/claims.
2.3.W.3 Students will express an opinion about a topic and provide reasons as support.	Students are now asked to express and defend opinions without guidance and support. Topics and writing should gradually increase in complexity second to third grade.
3.3.W.3 Students will express an opinion about a topic and provide reasons as support.	
4.3.W.3 Students will express an opinion about a topic and provide fact-based reasons as support.	The shift here indicates that students are now responsible to defend their claims with factual reasons . In earlier grades, students may have used <i>opinions</i> to reinforce their claims. For example, "Pizza is my favorite food because I like cheese." In the fourth grade claims should be more complex and students should be using <i>factual information</i> to support them. For example, "Pizza is the best food because it can use ingredients from all four food groups."
5.3.W.3 Students will clearly state an opinion supported with facts and details.	As students mature as writers, they compose longer and more complex texts, or essays. The sentences used throughout the writing therefore become more sophisticated in terms of structure complexity and word choice. Specifically for this objective, as students write opinion pieces, they should be sure to include an opinion that is clearly stated, ensuring that readers are not left to guess the writer's position on a topic.
6.3.W.3 Students will clearly state an opinion supported with facts and details.	

	The sophistication of opinions should be increasing. By the fifth grade student opinions should be precise and definitive.
7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources.	Students are now shifting from opinion writing to argumentative writing . This means that students aren't merely writing to convey their opinions; they are making a defensible claim and attempting to get the reader to recognize that their argument is valid by using credible evidence.
8.3.W.3 Students will introduce a claim, recognize at least one claim from an opposing viewpoint , and organize reasons and evidences, using credible sources.	In the eighth grade, students are now tasked with identifying and describing the opposing viewpoint in an their arguments.
9.3.W.4 Students will introduce claims, recognize and distinguish from alternate or opposing claims , and organize reasons and evidences, using credible sources.	<p>A subtle shift occurs in the ninth grade. Here students are asked to go beyond identifying the opposing claim. Students now must explain the differences between the opposing or alternate claims, providing sufficient evidence to support one side or the other.</p> <p>The addition of alternate claims adds even more sophistication as an alternate claim is slightly different than an opposing claim. An alternate claim may not be in direct opposition to a claim, just a little different. For example:</p> <ul style="list-style-type: none"> • Claim: Oklahoma should institute additional taxes on cigarettes and alcohol to pay teachers more money in order to decrease the teacher shortage. • Opposing Claim: Oklahoma should not add any additional taxes in order to fund a teacher pay raise. • Alternate Claim: Oklahoma should increase the gross production tax in order to fund teacher raises.
10.3.W.4 Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments , using credible sources.	<p>Student will write more specific and unique claims. These claims should be defensible as well as controversial in order to develop a strong argument.</p> <p>In the tenth grade, students will continue to distinguish claims from counterclaims (both opposing and alternate). They also must balance their arguments by providing evidence on either side of an issue. The purpose of an argument is to impact an audience using evidence and reasoning in an objective manner.</p>
11.3.W.4 Students will (1) introduce precise, informed claims , (2) distinguish them from alternate or opposing claims, (3) organize claims , counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments , using credible sources.	Student claims must now be informed. This indicates the expectation that students are initially basing their claims on facts and/or research.
12.3.W.4 Students will (1) introduce precise, informed claims , (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments , using credible sources.	The sequence of evidence that supports the claim should be easy to follow and logical. For example, writers may choose to sort evidence chronologically, spatially, topically, or any other way that helps readers understand the argument in an objective manner.

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