

Reading Literature & Informational Text

Students will read closely to analyze and evaluate all forms of (i.e. complex literary and informational) text.

Performance Indicators: Reading Literature & Informational Text

K-2	3-5	6-8	9-12
<p>A. Identify key details in a text. (RL.K-2.1, RI.K-2.1)</p> <p>B. Recount stories. Identify the main purpose of a text. (RL.K-2.2, RI.K-2.6)</p> <p>C. Identify a central message or lesson in the text. Describe how the author supports specific points in a text. (RL.K-2.2; RI.K-2.8)</p> <p>D. Describe how characters in the text respond to major events and challenges. Compare and contrast the most important points presented by two texts on the same topic. (RI.K-2.9; RL.K-2.3)</p> <p>E. Describe the overall structure of a text. (RL.K-2.5)</p> <p>F. Identify the differences in the points of view of characters in the text. (RL.K-2.6)</p> <p>G. Compare and contrast multiple versions of the same story. Compare and contrast the most important points presented by two texts on the same topic. (RL.K-2.9; RI.K-2.9)</p>	<p>A. Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1, RI.3-5.1)</p> <p>B. Determine a theme from details in the text. Identify multiple main ideas in a text. (RL.3-5.2, RI.3-5.2)</p> <p>C. Provide a summary of the text. (RL.3-5.2; RI.3-5.2)</p> <p>D. Compare and contrast characters, settings, or events in the text. Explain the relationships or interactions between multiple individuals, events, ideas, or concepts in the text. (RL.3-5.3; RI.3-5.3)</p> <p>E. Explain how components of the text fit together to provide the overall structure. Compare and contrast the overall text structures presented in multiple texts. (RL.3-5.5; RI.3-5.3)</p> <p>F. Describe how a narrator’s or speaker’s point of view influences the text. Analyze multiple points of view of the same event or topic (RL.3-5.6; RI.3-5.6)</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RL.6-8.1; RI.6-8.1)</p> <p>B. Analyze the development of a theme or central idea in the text. (RL.6-8.2; RI.6-8.2)</p> <p>C. Provide an objective summary of the text. (RL.6-8.2; RI.6-8.2)</p> <p>D. Analyze particular lines of dialogue or text. Analyze how a text make connections among and distinctions between individuals, ideas, or events. (RL.6-8.3; RI.6-8.3)</p> <p>E. Analyze different structures across multiple texts. Analyze the structure of a paragraph in the text. (RL.6-8.5; RI.6-8.5)</p> <p>F. Analyze how differences in the points of view of the character(s) and the audience create a specific effect. Analyze how an author’s purpose acknowledges and responds to conflicting evidence or points of view. (RL.6-8.6; RI.6-8.6)</p> <p>G. Analyze how a modern work of fiction draws on themes, and/or</p>	<p>A. Cite relevant textual evidence to support analysis of the text. (RL.9-12.1; RI.9-12.1)</p> <p>B. Analyze the development of multiple themes or central ideas in a text. (RL.9-12.2; RI.9-12.1)</p> <p>C. Provide an objective summary of the text. (RL.9-12.2; RI.9-12.2)</p> <p>D. Analyze how the author’s use of narrative technique(s) impact the text. Analyze the development and interaction of a complex set of ideas or sequence of events. (RL.9-12.3; RI.9-12.3)</p> <p>E. Analyze how an author’s choices contribute to the overall structure and meaning of the text. Evaluate the effectiveness of the structure an author uses in his or her exposition or argument. (RL.9-12.5; RI.9-12.5)</p> <p>F. Analyze how point of view helps the reader discern what is explicitly stated in a text in contrast with what is inferred. Analyze how an author’s point of view or purpose impacts the style and content of the text. (RL.9-</p>

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<p>H. Apply phonemic awareness, phonics and word analysis skills in decoding words. (RF.K-2.3; RF.K-2.3)</p> <p>I. Read with accuracy and fluency to support comprehension. (RF.K-2.4; RF.K-2.4)</p>	<p>G. Compare and contrast texts in the same genre or topic. (RL.3-5.9; RI3-5.3)</p>	<p>character types from myths or traditional stories. (RL.6-8.9)</p> <p>H. Analyze multiple texts that provide conflicting information on the same topic. Evaluate specific claims in a text. (RI.6-8.9)</p>	<p>12.6; RI.9-12.6)</p> <p>G. Analyze how multiple texts address similar themes or topics. (RL.9-12.6; RI.9-12.8)</p> <p>H. Analyze texts of historical and literary significance for their themes, purposes and rhetorical features. (RI.9-12.9)</p>
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Writing

Construct task-appropriate writing for diverse purposes and audiences.

Performance Indicators: Writing

K-2	3-5	6-8	9-12
<p>A. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information. (W.K-2.1)</p> <p>B. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately. (W.K-2.2)</p> <p>C. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions. (W.K-2.3)</p> <p>D. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>E. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.</p>	<p>A. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information. (W.3-5.1)</p> <p>B. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately. (W.3-5.2)</p> <p>C. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions (W.3-5.3)</p> <p>D. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>E. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.</p> <p>F. Use technology to produce and publish writing in addition to interacting and collaborating with others.</p>	<p>A. Write effective arguments to support claims with clear reasons and relevant evidence. (W.6-8.1)</p> <p>B. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6-8.2)</p> <p>C. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.6-8.3)</p> <p>D. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience.</p> <p>E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others.</p>	<p>A. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-12.1)</p> <p>B. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-12.2)</p> <p>C. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences. (W.9-12.3)</p> <p>D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience</p> <p>E. Use technology to produce, publish, and update individual or collaborative writing products in response to ongoing feedback, including new arguments or information.</p>

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Research

Students will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Performance Indicators: Research

K-2	3-5	6-8	9-12
<p>A. Conduct short research using multiple sources to build knowledge of different aspects of a topic.</p> <p>B. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>A. Conduct short research using multiple sources to build knowledge of different aspects of a topic.</p> <p>B. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>A. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.</p> <p>B. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>A. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.</p> <p>B. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.</p> <p>C. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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Speaking & Listening

Students will collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives

Performance Indicators: Speaking & Listening

K-2	3-5	6-8	9-12
<p>A. Participate in collaborative conversations with diverse partners, respecting group norms. (SL.K-2.1)</p> <p>B. Recount or describe appropriate facts and/or details from a text read aloud, information presented orally or through other media. (SL.K-2.2)</p> <p>C. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information. (SL.K-2.3)</p> <p>D. Recount an experience or story with appropriate facts and relevant details, speaking audibly in coherent sentences. (SL.K-2.4)</p>	<p>A. Participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.3-5.1)</p> <p>B. Summarize information presented in diverse media and formats (e.g. visually, quantitatively, and orally). (SL.3-5.2)</p> <p>C. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.3-5.3)</p> <p>D. Report on a topic or text sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.3-5.4)</p>	<p>A. Participate in a range of collaborative discussions with diverse partners, posing questions that appropriately connect the idea(s). (SL.6-8.1)</p> <p>B. Analyze the information presented in diverse media and formats (e.g., visually, quantitatively, orally) and determine purpose. (SL.6-8.2)</p> <p>C. Evaluate the speaker's argument, specific claim and the relevance of evidence presented, and determine if reasoning makes sense. (SL.6-8.3)</p> <p>D. Orally present claims and information, in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details. (SL.6-8.4)</p>	<p>A. Initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own. (SL.9-12.1)</p> <p>B. Synthesize multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems. (SL.9-12.2)</p> <p>C. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.9-12.3)</p> <p>D. Orally present information, findings, and supporting evidence clearly, concisely; appropriate to purpose, audience, and task. (SL.9-12.4)</p>

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Language

Students will employ the components of language (including conventions and word choice) effectively in written or spoken form.

Performance Indicators: Language

K-2	3-5	6-8	9-12
<p>A. Demonstrate command of the conventions of standard English grammar and usage when speaking or writing. (L.K-2.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K-2.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.K-2.4)</p> <p>D. Demonstrate understanding of word relationships and nuances in word meanings. (L.K-2.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3-5.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3-5.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.3-5.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3-5.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6-8.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.6-8.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words or phrases. (L.6-8.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6-8.5)</p>	<p>A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)</p> <p>B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-12.2)</p> <p>C. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.9-12.4)</p> <p>D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-12.5)</p>