



Essential Standards: English Language
Arts (ELA)
Grades: K-12

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Essential Standards ELA

Kindergarten

R K.3 Demonstrate basic knowledge of letter sound correspondences by producing the primary or most frequent sound of each consonant. Associate the long and short sounds with the common spellings (grapheme) for the five major vowels.

RF K.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).

a. Recognize and produce rhyming words.

d. Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme-words. (CVC)

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Essential Standards ELA

1st Grade

RL 1.1 Ask and answer questions about key details in a text

RL 1.2 Retell stories including key details and demonstrate understanding of central message

RL 1.3 Describe characters, setting, and major events in the story

RI.1.1 Ask and answer questions in an informational text

RI 1.2 Identify the main topic and identify key details in a text.

RF 1.3 Phonics

Digraphs: ch, sh, th, wh, ph

Vowel Teams: ai, ay, ee, ea, ie, oa, ue, oe

Teams: igh, ow, ew

Inflectional endings (ing, ed, s/es)

RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds

RF 1.4 Read with sufficient accuracy and fluency to support comprehension.

W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Students

will a choose a topic. Students will write an opinion story by stating their opinion, giving details and reasons to support their opinion, and finish with an ending.

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Students will research a topic. Students will write a story stating their topic, giving facts about that topic, and finish by writing an ending statement

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Students will write a detailed narrative stories about themselves with a beginning, middle and end. Students will use transitional words to show order of events (first, then, next, last).

Essential Standards (ELA)

2nd Grade

RL2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe

RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF2.4 Read with sufficient accuracy and fluency to support comprehension.

W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section

W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Standards (ELA)

3rd Grade

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Using information from a text, students can look back to find the answers to questions.

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. After reading a story, students will be able to describe the character and explain how their actions influence events.

R.I.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Students will use text features to help them understand and gain more information when reading nonfiction text.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Using nonfiction text, a student will be able to pick out key details to support what the main idea is.

RI.3.IA.1 Employ the full range of research based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. After reading a story, a student will be able to choose a reading strategy to help them better understand what they read.

RF.3.3 Know and apply grade–level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade–appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. Read on–level text with purpose and understanding. Read on–level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self–correct word recognition and understanding, rereading as necessary.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Standards (ELA)

4th Grade

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RF.4.3 Know and apply grade–level phonics and word analysis skills in decoding words.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Essential Standards (ELA)

5th Grade

RL.5.1- Quote accurately from a story to help make inferences.

RL.5.2- Using information from a story, the student can determine a theme and summarize the text using main ideas and details.

RL.5.4- The student can determine the meaning of words and phrases in a text.

RL.5.6- The student can describe how point of view influences the story.

RL.5.10- Using reading strategies, the student can understand what they read

RI.5.1- Quote accurately from a nonfiction text to help make inferences.

RI.5.2- Using information from a nonfiction text, the student can identify the main ideas and supporting details, and then summarize it.

RI.5.4- The student can determine the meaning of words in a nonfiction text.

W.5.1- The student can develop and write an opinion piece and support their opinion with evidence.

W.5.3- The student can write a personal narrative.

W.5.7- The student can write a research paper to examine a topic.

Essential Standards (ELA)

6th Grade

RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL. 6.3- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RI.6.1- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 5.1

RI.6.2- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI. 6.3- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text

W. 6.1- Persuasive writing arguments to support claims with clear reasons and relevant evidence.

W. 6.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

W. 6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.

W.6.7-Conduct short research projects to answer a question and draw on several sources.

L.6.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Vary sentence patterns for meaning, reader/listener interest, and style.*b. Maintain consistency in style and tone.

Essential Standards (ELA)

7th Grade

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

W.7.5 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Essential Standards (ELA)

8th Grade

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Standards (ELA)

9th/10th Grade

R.I.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.L.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10)

R.L.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.9-10.3)

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Essential Standards (ELA)

11th/12th Grade

11.2 I can create an objective summary of a text that states the author's point, rather than my opinion.

11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

RL11–12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL 11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

