

| Standard | Description | Manual/Section |
|----------|-----------------------------------------------------------------------|-----------------------|
| RI.1 | Pulling details and examples from informational text | Primary |
| RI.2 | Determining the main idea of a text and how it is supported | Primary |
| RI.4 | Determine meaning of grade level domain-specific text | Primary |
| RI.7 | Using text features | Primary |
| RI.8 | Using evidence to support points in text | Primary |
| RF. 1 | Demonstrate understanding of basic features of print | Primary |
| W.1 | Write opinion piece about book | Primary |
| W.2 | Write informative/explanatory text | Primary |
| W.3 | Write narratives | Primary |
| W.5 | Writing Process | Primary |
| W.6 | Use technology to produce and publish | Primary |
| L.1 | Conventions of standard English grammar | Primary |
| L.2 | Conventions of standard English capitalization, punctuation and usage | Primary |
| L.3 | Using knowledge of language and its conventions when writing | Primary |
| L.4 | Determine word meanings with clues | Primary |
| L.5 | Understand word meanings | Primary |
| L.6 | Use of acquired vocabulary | Primary |
| SL.1 | Collaborative Conversations | Primary |
| SL.2 | Main Ideas and Support | Primary |
| SL.3 | Ask and answer questions | Primary |
| SL.4 | Oral Rehearsal | Primary |
| SL.5 | Add drawings to clarify ideas | Primary |
| SL.6 | Speak audibly, express thoughts clearly | I/E Reading Info Text |
| RI.1 | Pulling details and examples from informational text | I/E Reading Info Text |
| RI.2 | Summarizing text | I/E Reading Info Text |
| RI.3 | Explaining specific information from texts | I/E Reading Info Text |
| RI.4 | Determining meaning of grade-level academic and specific-domain words | I/E Reading Info Text |
| RI.7 | Interpreting text features | I/E Reading Info Text |
| RI.10 | Reading content text at grade-level complexity band | I/E Reading Info Text |
| W.4 | Drawing evidence from literary or informational text | I/E Reading Info Text |
| SL.1 | Engaging effectively in a range of collaborative discussions | I/E Reading Info Text |
| SL.2 | Paraphrasing portions of a text | I/E Reading Info Text |
| SL.4 | Orally reporting on a topic or text | I/E Reading Info Text |
| L.4 | Determining/clarifying meaning in grade-level vocabulary | I/E Reading Info Text |
| L.6 | Acquiring and using grade-level vocabulary | I/E Reading Info Text |
| RH.1 | Pulling specific textual evidence from primary and secondary text | I/E Reading Info Text |
| RH.2 | Determining main idea; providing an accurate summary | I/E Reading Info Text |
| RH.4 | Determining meaning in domain-specific vocabulary | I/E Reading Info Text |
| RH.7 | Integrating text features | I/E Reading Info Text |
| RH.10 | Reading history/social studies text at grade-level complexity band | I/E Reading Info Text |
| RST.1 | Pulling specific textual evidence from science and technical texts | I/E Reading Info Text |
| RST.2 | Determining main idea; providing an accurate summary | I/E Reading Info Text |
| RST.4 | Determining meaning of grade-level scientific or technical terms | I/E Reading Info Text |
| RST.7 | Integrating text features | I/E Reading Info Text |
| RST.10 | Reading science/technical text at grade-level complexity band | I/E Reading Info Text |
| RI.1 | Pulling details and examples from informational text | I/E Multiparagraph |
| RI.2 | Determining the main idea of a text and how it is supported | I/E Multiparagraph |
| RI.4 | Determine meaning of grade level domain-specific text | I/E Multiparagraph |

| Standard | Description | Manual/Section |
|----------|------------------------------------------------------------------------|--------------------|
| RI.7 | Using text features | I/E Multiparagraph |
| RI.8 | Using evidence to support points in text | I/E Multiparagraph |
| RI.10 | Reading content text at grade level complexity band | I/E Multiparagraph |
| W.2 | Write informative/explanatory text | I/E Multiparagraph |
| W.4 | Writing appropriate to task and purpose | I/E Multiparagraph |
| W.5 | Writing process | I/E Multiparagraph |
| W.6 | Use technology to produce and publish | I/E Multiparagraph |
| W.9 | Drawing evidence from literary or informational texts to support | I/E Multiparagraph |
| W.10 | Extended and shorter time frames | I/E Multiparagraph |
| SL.1 | Collaborative conversations | I/E Multiparagraph |
| SL.2 | Main ideas and support | I/E Multiparagraph |
| SL.4 | Oral rehearsal | I/E Multiparagraph |
| L.1 | Conventions of standard English grammar | I/E Multiparagraph |
| L.2 | Conventions of standard English capitalization, punctuation usage | I/E Multiparagraph |
| L.3 | Using knowledge of language and its conventions when writing | I/E Multiparagraph |
| L.6 | Use of acquired vocabulary | I/E Multiparagraph |
| RH.1 | Cite specific textual evidence to support text analysis | I/E Multiparagraph |
| RH.2 | Determine central ideas of text and summarize | I/E Multiparagraph |
| RH.4 | Determine meaning of history/social studies vocabulary | I/E Multiparagraph |
| RH.5 | Analyze text structure | I/E Multiparagraph |
| RH.6 | Identify author's point of view | I/E Multiparagraph |
| RH.8 | Distinguish between fact, opinion, and reasoned judgment | I/E Multiparagraph |
| RL.9 | Compare and contrast | I/E Multiparagraph |
| RST.1 | Cite specific textual evidence to support text analysis | I/E Multiparagraph |
| RST.2 | Determine central ideas of text and summarize | I/E Multiparagraph |
| RST.4 | Determine meaning of scientific/technical vocabulary | I/E Multiparagraph |
| RST.6 | Identify author's point of view | I/E Multiparagraph |
| RST.8 | Distinguish between facts and reasoned judgment | I/E Multiparagraph |
| WHST.2 | Write informative/explanatory text | I/E Multiparagraph |
| WHST.4 | Writing appropriate to task and purpose | I/E Multiparagraph |
| WHST.5 | Writing process | I/E Multiparagraph |
| WHST.6 | Use technology to produce and publish | I/E Multiparagraph |
| WHST.10 | Extended and shorter time frames | I/E Multiparagraph |
| RI.1 | Pulling details and examples from informational text | I/E Paragraph |
| RI.2 | Determining the main idea of a text and how it is supported | I/E Paragraph |
| RI.4 | Determine meaning of grade level domain-specific text | I/E Paragraph |
| RI.7 | Using text features | I/E Paragraph |
| RI.8 | Using evidence to support points in text | I/E Paragraph |
| RI.10 | Reading content text at grade level complexity band | I/E Paragraph |
| W.2 | Write informative/explanatory text | I/E Paragraph |
| W.4 | Appropriate to task and purpose | I/E Paragraph |
| W.5 | Writing process | I/E Paragraph |
| W.6 | Use technology to produce and publish | I/E Paragraph |
| W.10 | Extended and shorter time frames | I/E Paragraph |
| L.1 | Conventions of standard English grammar | I/E Paragraph |
| L.2 | Conventions of standard English capitalization, punctuation, and usage | I/E Paragraph |
| L.3 | Using knowledge of language and its conventions when writing | I/E Paragraph |

| Standard | Description | Manual/Section |
|----------|------------------------------------------------------------------------------------------------------------------|----------------|
| L.6 | Use of acquired vocabulary | I/E Paragraph |
| SL.1 | Collaborative conversations | I/E Paragraph |
| SL.2 | Main ideas and support | I/E Paragraph |
| SL.4 | Oral rehearsal | I/E Paragraph |
| RI.1 | Pulling details and examples from informational text | O/A Argument |
| RI.2 | Determining the main idea of a text and how it is supported | O/A Argument |
| RI.4 | Determining meaning of grade-level, domain-specific text | O/A Argument |
| RI.6 | Determine author's point of view, and how author acknowledges and responds to conflicting evidence or viewpoints | O/A Argument |
| RI.7 | Use text features | O/A Argument |
| RI.8 | Trace and evaluate arguments and claims in a text | O/A Argument |
| RI.9 | Analyze two or more authors emphasizing use of different evidence/interpretations | O/A Argument |
| RI.10 | Read and comprehend grade-level literary nonfiction text | O/A Argument |
| W.1 | Write arguments to support claims | O/A Argument |
| W.4 | Writing appropriate to task and purpose | O/A Argument |
| W.5 | Writing process | O/A Argument |
| W.6 | Use technology to produce and publish | O/A Argument |
| W.7 | Conduct research to find supporting information | O/A Argument |
| W.8 | Gather relevant information from multiple print and digital sources | O/A Argument |
| W.9 | Trace and evaluate an argument and specific claims | O/A Argument |
| W.10 | Extended and shorter time frames | O/A Argument |
| SL.1 | Collaborative conversations | O/A Argument |
| SL.2 | Main ideas and support | O/A Argument |
| SL.3 | Distinguish supportable claims from those that are not supported | O/A Argument |
| SL.4 | Oral rehearsal | O/A Argument |
| SL.6 | Contexts for formal/informal speech | O/A Argument |
| L.1 | Conventions of standard English grammar | O/A Argument |
| L.2 | Conventions of standard English capitalization, punctuation, and usage | O/A Argument |
| L.3 | Use knowledge of language and its conventions when writing | O/A Argument |
| L.6 | Use of acquired academic and domain-specific vocabulary | O/A Argument |
| RH.1 | Cite specific textual evidence to support analysis of primary and secondary sources | O/A Argument |
| RH.6 | Identify author's point of view | O/A Argument |
| RH.8 | Distinguish among fact, opinion, and reasoned judgment in a text | O/A Argument |
| RST.1 | Cite specific textual evidence to support analysis of science and technical texts | O/A Argument |
| RST.4 | Determine meaning of scientific/technical vocabulary | O/A Argument |
| RST.8 | Distinguish between facts and reasoned judgment based on research findings | O/A Argument |
| WHST.1 | Write arguments focused on discipline-specific content | O/A Argument |
| WHST.3 | Incorporate narrative elements into arguments | O/A Argument |
| WHST.4 | Produce clear, coherent writing | O/A Argument |
| WHST.5 | Writing process | O/A Argument |
| WHST.6 | Use technology to produce and publish | O/A Argument |
| WHST.7 | Conduct short research projects | O/A Argument |
| WHST.8 | Gather relevant information from multiple print and digital sources | O/A Argument |

| Standard | Description | Manual/Section |
|----------|-----------------------------------------------------------------------------------------------|---------------------------|
| W.4 | Produce clear and coherent writing appropriate to task and purpose | O/A Research |
| W.5 | Writing process | O/A Research |
| W.6 | Use technology, including the Internet, to produce and publish writing | O/A Research |
| W.7 | Research to build and present knowledge | O/A Research |
| W.8 | Gather information from sources both print and digital | O/A Research |
| W.9 | Draw evidence from literary or informational texts to support analysis, reflect, and research | O/A Research |
| RH.1 | Cite specific textual evidence to support analysis of primary/secondary sources | O/A Research |
| RH.2 | Determine central ideas in primary/secondary sources | O/A Research |
| RH.6 | Understand point of view/author's purpose | O/A Research |
| RH.7 | Integrate visual information with print and digital texts | O/A Research |
| RH.8 | Distinguish among fact, opinion, and reasoned judgment in text | O/A Research |
| RH.9 | Compare and contrast primary/secondary sources | O/A Research |
| RH.10 | Analyze the relationship between primary/secondary sources | O/A Research |
| RST.1 | Cite specific textual evidence to support analysis of primary/secondary sources | O/A Research |
| RST.2 | Determine central ideas in primary/secondary sources | O/A Research |
| RST.6 | Understand point of view/author's purpose | O/A Research |
| RST.7 | Integrate visual information with print and digital texts | O/A Research |
| WHST.4 | Produce clear and coherent writing appropriate to task and purpose | O/A Research |
| WHST.5 | Use writing process | O/A Research |
| WHST.6 | Use technology, including the Internet, to produce and publish writing | O/A Research |
| WHST.7 | Conduct short research projects (6–8) and more sustained projects (9–12) | O/A Research |
| WHST.8 | Gather relevant information from print and digital sources | O/A Research |
| WHST.9 | Draw evidence from text to support analysis, reflection, and research | O/A Opinion |
| RI.1 | Pulling details and examples from informational text | O/A Opinion |
| RI.2 | Determining the main idea of a text and how it is supported | O/A Opinion |
| RI.4 | Determine meaning of grade-level, domain-specific text | O/A Opinion |
| RI.7 | Using text features | O/A Opinion |
| RI.8 | Using evidence to support points in text | O/A Opinion |
| RI.9 | Integrating information from two texts to write or speak | O/A Opinion |
| RI.10 | Reading content text at grade-level complexity band | O/A Opinion |
| W.1 | Write opinion/argumentation papers | O/A Opinion |
| W.4 | Appropriate to task and purpose | O/A Opinion |
| W.5 | Writing process | O/A Opinion |
| W.6 | Use technology to produce and publish | O/A Opinion |
| W.10 | Extended and shorter time frames | O/A Opinion |
| SL.1 | Collaborative conversations | O/A Opinion |
| SL.2 | Main ideas and support | O/A Opinion |
| SL.4 | Oral rehearsal/presentation | O/A Opinion |
| L.1 | Conventions of standard English grammar | O/A Opinion |
| L.2 | Conventions of standard English capitalization, punctuation usage | O/A Opinion |
| L.3 | Using knowledge of language and its conventions when writing | O/A Opinion |
| L.6 | Use of acquired vocabulary | O/A Opinion |
| RL.1 | Answer explicit questions and draw inferences from text | Narrative Response to Lit |
| RL.2 | Determine theme of a story, drama, poem from details in text | Narrative Response to Lit |

| Standard | Description | Manual/Section |
|----------|---------------------------------------------------------------------------|---------------------------|
| RL.3 | Explain text based on specific information | Narrative Response to Lit |
| RL.4 | Determine meaning of vocabulary in context | Narrative Response to Lit |
| RL.5 | Understand text structure in poems, drama, and prose | Narrative Response to Lit |
| RL.6 | Compare and contrast first- and third-person points of view | Narrative Response to Lit |
| RL.9 | Compare and contrast themes and topics in literature | Narrative Response to Lit |
| RL.10 | Read and comprehend literature | Narrative Response to Lit |
| SL.1 | Engage in collaborative discussions with various-size groups | Narrative Response to Lit |
| SL.4 | Present information to a group | Narrative Response to Lit |
| L.3 | Acquire knowledge of language, both formal and informal | Narrative Response to Lit |
| L.4 | Vocabulary acquisition and use | Narrative Response to Lit |
| L.5 | Understand figurative language | Narrative Response to Lit |
| L.6 | Acquire and use grade-appropriate academic and domain-specific vocabulary | Narrative Response to Lit |
| RL.3 | Characters, settings, and events in a narrative | Narrative Imagined |
| RL.9 | Comparing and contrasting characters, events, and literature | Narrative Imagined |
| W.3 | Write real and imaginative narrative | Narrative Imagined |
| W.4 | Appropriate to task and purpose | Narrative Imagined |
| W.5 | Writing process | Narrative Imagined |
| W.6 | Use technology to produce and publish | Narrative Imagined |
| W.10 | Extended and shorter time frames | Narrative Imagined |
| SL.1 | Collaborative conversations | Narrative Imagined |
| SL.2 | Main ideas and support | Narrative Imagined |
| SL.4 | Oral rehearsal | Narrative Imagined |
| SL.6 | Adapt speech appropriately for task | Narrative Imagined |
| L.1. | Conventions of standard English grammar | Narrative Imagined |
| L.2 | Conventions of standard English capitalization, punctuation, and usage | Narrative Imagined |
| L.3 | Use knowledge of language and its conventions when writing | Narrative Imagined |
| L.6 | Use acquired vocabulary | Narrative Imagined |
| RL.3 | Characters, settings, and events in a narrative | Narrative Real |
| RL.9 | Compare and contrast characters, events, and literature | Narrative Real |
| W.3 | Write real and imagined narrative | Narrative Real |
| W.4 | Appropriate to task and purpose | Narrative Real |
| W.5 | Writing process | Narrative Real |
| W.6 | Use technology to produce and publish | Narrative Real |
| W.10 | Extended and shorter time frames | Narrative Real |
| SL.1 | Collaborative conversations | Narrative Real |
| SL.2 | Main ideas and support | Narrative Real |
| SL.4 | Oral rehearsal | Narrative Real |
| SL.6 | Adapt speech appropriately for task | Narrative Real |
| L.1 | Conventions of standard English grammar | Narrative Real |
| L.2 | Conventions of standard English capitalization, punctuation, and usage | Narrative Real |
| L.3 | Use knowledge of language and its conventions when writing | Narrative Real |
| L.6 | Use acquired vocabulary | Narrative Real |