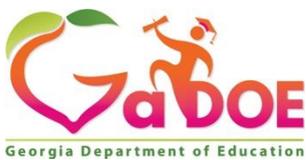


Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.



June 2020



Grades K-1

K-1 Unified Skillset:

- ~ Learn a new set of language skills that focuses on how to read.
- ~ Learn concepts of print and the role they play in making meaning.
- ~ Blend, segment, and manipulate sounds in words.
- ~ Use a range of word analysis skills (e.g., rhyming, decoding, patterns, etc.).
- ~ Participate regularly in thinking, talking, and writing about rich stories and other read-aloud books.
- ~ Learn to confer with peers about topics and texts by responding to others, asking questions, and following rules for discussions.
- ~ Begin to experiment with writing using a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

Driving Practice: *Learn to Read.*

RF.1: Print Concepts

RF.2: Phonological Awareness

RF.3: Phonics and Word Recognition

RF.4: Fluency

K	1st Grade
<p>ELA.GSE.K.RF1: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>ELA.GSE.1.RF1: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p>ELA.GSE.K.RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or/x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>ELA.GSE.1.RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<p>ELA.GSE.K.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>ELA.GSE.1.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.

	f. Read words with inflectional endings.
ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	ELA.GSE.1.RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

K Grade	1 st Grade
ELA.GSE.K.L4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	ELA.GSE.1.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
ELA.GSE.K.L5: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	ELA.GSE.1.L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
ELA.GSE.K.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	ELA.GSE.1.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships(e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

- RI.1:** Textual Evidence in Informational and Literary Nonfiction Texts
- RL.1:** Textual Evidence in Literary Texts
- RI.4:** Word Choice in Informational and Literary Nonfiction Texts
- RL.4:** Word Choice in Literary Texts
- RI.9:** Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
- RL.9:** Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
- RI.10:** Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts
- RL.10:** Read and Comprehend a Variety of Grade-Level Literary Texts

K	1st Grade
ELA.GSE.K.RI1: With prompting and support, ask and answer questions about key details in a text.	ELA.GSE.1.RI1: Ask and answer questions about key details in a text.
ELA.GSE.K.RL1: With prompting and support, ask and answer questions about key details in a text.	ELA.GSE.1.RL1: Ask and answer questions about key details in a text.
ELA.GSE.K.RI4: With prompting and support, ask and answer questions about unknown words in a text.	ELA.GSE.1.RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
ELA.GSE.K.RL4: With prompting and support, ask and answer questions about unknown words in a text.	ELA.GSE.1.RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.GSE.K.RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	ELA.GSE.1.RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
ELA.GSE.K.RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELA.GSE.1.RL9: Compare and contrast the adventures and experiences of characters in stories.
ELA.GSE.K.RI10: Actively engage in group reading of informational text with purpose and understanding.	ELA.GSE.1.RI10: With prompting and support, read informational texts appropriately complex for grade 1.
ELA.GSE.K.RL10: Actively engage in group reading activities with purpose and understanding.	ELA.GSE.1.RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

K	1st Grade
<p>ELA.GSE.K.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 	<p>ELA.GSE.1.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

K	1 st Grade
ELA.GSE.K.W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	ELA.GSE.1.W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Grades 2-3

2-3 Unified Skillset:

- ~ Become more independent readers and writers.
- ~ Begin to read with fluency and confidence.
- ~ Continue to learn and practice rules for letter-sound knowledge.
- ~ Learn new concepts, such as words that share the same root, that help them figure out the meanings of new words.
- ~ Learn to appreciate that some words and phrases have meanings that are not literal.
- ~ Read increasingly challenging stories and books and continue to build knowledge about the world.
- ~ Use newly learned words and phrases to express thoughts and ideas.
- ~ Write clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.
- ~ Become more confident speakers and listeners as students learn to paraphrase, clarify, explain, and report on information they hear.

Driving Practice: *Learn to Read.*

RF.3: Phonics and Word Recognition

RF.4: Fluency

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. 	<p>ELA.GSE.3.RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.
<p>ELA.GSE.2.RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Recognize and read grade-appropriate irregularly spelled words. 	<p>ELA.GSE.3.RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>ELA.GSE.3.L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p>ELA.GSE.2.L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<p>ELA.GSE.3.L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<p>ELA.GSE.2.L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>ELA.GSE.3.L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

2 nd Grade	3 rd Grade
ELA.GSE.2.RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELA.GSE.3.RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.GSE.2.RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELA.GSE.3.RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.GSE.2.RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELA.GSE.3.RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
ELA.GSE.2.RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELA.GSE.3.RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.
ELA.GSE.2.RI9: Compare and contrast the most important points presented by two texts on the same topic.	ELA.GSE.3.RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.
ELA.GSE.2.RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELA.GSE.3.RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
ELA.GSE.2.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.3.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
ELA.GSE.2.RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.3.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

2 nd Grade	3 rd Grade
<p>ELA.GSE.2.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>ELA.GSE.3.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

2 nd Grade	3 rd Grade
ELA.GSE.2.W8: Recall information from experiences or gather information from provided sources to answer a question.	ELA.GSE.3.W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grades 4-5

4-5 Unified Skillset:

- ~ Build the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials.
- ~ Build knowledge about subjects through informal research projects and respond analytically to literary and informational sources in other content areas.
- ~ Learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning.
- ~ Solidify essential language skills (roots, prefixes, suffixes) that are used to analyze the meanings of complex words.
- ~ Explain what books say—both explicitly and what is implied from its details.
- ~ Write effective summaries, book reports, essays, and descriptions of characters or events.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

4 th Grade	5 th Grade
<p>ELA.GSE.4.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>ELA.GSE.5.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p>ELA.GSE.4.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings(synonyms). 	<p>ELA.GSE.5.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELA.GSE.4.L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	ELA.GSE.5.L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

- RI.1:** Textual Evidence in Informational and Literary Nonfiction Texts
- RL.1:** Textual Evidence in Literary Texts
- RI.4:** Word Choice in Informational and Literary Nonfiction Texts
- RL.4:** Word Choice in Literary Texts
- RI.9:** Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
- RL.9:** Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
- RI.10:** Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts
- RL.10:** Read and Comprehend a Variety of Grade-Level Literary Texts

4 th Grade	5 th Grade
ELA.GSE.4.RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.GSE.5.RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.GSE.4.RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELA.GSE.5.RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ELA.GSE.4.RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	ELA.GSE.5.RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
ELA.GSE.4.RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	ELA.GSE.5.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
ELA.GSE.4.RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	ELA.GSE.5.RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ELA.GSE.4.RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	ELA.GSE.5.RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
ELA.GSE.4.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.5.RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
ELA.GSE.4.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.5.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

4 th Grade	5 th Grade
<p>ELA.GSE.4.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>ELA.GSE.5.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

4 th Grade	5 th Grade
<p>ELA.GSE.4.W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>ELA.GSE.5.W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>ELA.GSE.4.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “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].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>ELA.GSE.5.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).</p>

Grades 6-8

6-8 Unified Skillset

~Apply skills learned in earlier grades to understand more challenging texts, to address various topics, and to expand vocabulary and word usage.

~Explore, analyze, connect, and evaluate ideas with increasing precision when reading, writing, speaking, and listening.

~Make sense of what authors and speakers say and mean by questioning their assumptions, assessing their claims, and evaluating their evidence.

~Use disciplinary language and knowledge to put ideas in context.

~Cite textual evidence to bring clarity to points and reasoning when writing or speaking for a given audience.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

6 th Grade	7 th Grade	8 th Grade
<p>ELA.GSE.6.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.GSE.7.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.GSE.8.L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>ELA.GSE.6.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</p>	<p>ELA.GSE.7.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>ELA.GSE.8.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>ELA.GSE.6.L6: Acquire and accurately use grade-appropriate</p>	<p>ELA.GSE.7.L6: Acquire and accurately use grade-appropriate</p>	<p>ELA.GSE.8.L6: Acquire and accurately use grade-appropriate</p>

general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

6 th Grade	7 th Grade	8 th Grade
ELA.GSE.6.RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.7.RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.8.RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.GSE.6.RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.7.RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.8.RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ELA.GSE.6.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	ELA.GSE.7.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.7.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.GSE.6.RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	ELA.GSE.7.RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	ELA.GSE.8.RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELA.GSE.6.RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	ELA.GSE.7.RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history.	ELA.GSE.8.RL9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
ELA.GSE.6.RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.7.RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.8.RI10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
ELA.GSE.6.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.7.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.8.RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*

SL.1: Collaboration

6th Grade	7th Grade	8th Grade
<p>ELA.GSE.6.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>ELA.GSE.7.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>	<p>ELA.GSE.8.SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

6 th Grade	7 th Grade	8 th Grade
<p>ELA.GSE.6.W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>ELA.GSE.7.W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>ELA.GSE.8.W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>ELA.GSE.6.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>ELA.GSE.7.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>ELA.GSE.8.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

Grades 9-12

9-12 Unified Skillset:

- ~Read texts of increasing sophistication and expand literary and cultural knowledge to better analyze and integrate references, inferences, allusions, and images.
- ~Make full use of diverse texts, resources, and evidence bases to support original ideas and evaluate intricate arguments.
- ~Address different aspects of the same topic and convey how complex ideas interact by putting texts and sources in conversation.
- ~ Employ convincing examples and compelling evidence with cohesion to communicate knowledge, understanding, and perspective through a variety of well-reasoned writings, presentations, and discussions.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings

L.5: Nuances in Meaning

L.6: Academic/Disciplinary Vocabulary

9 th –10 th Grade	11 th -12 th Grade
<p>ELA.GSE.9-10.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>ELA.GSE.11-12.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>ELA.GSE.9-10.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>ELA.GSE.11-12.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>ELA.GSE.9-10.L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>ELA.GSE.11-12.L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Driving Practice: *Read, Explore, Analyze, and Connect a Range of Informational and Literary Texts.*

RI.1: Textual Evidence in Informational and Literary Nonfiction Texts

RL.1: Textual Evidence in Literary Texts

RI.4: Word Choice in Informational and Literary Nonfiction Texts

RL.4: Word Choice in Literary Texts

RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts

RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts

RI.10: Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts

RL.10: Read and Comprehend a Variety of Grade-Level Literary Texts

9 th -10 th Grade	11 th -12 th Grade
ELA.GSE.9-10.RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.11-12.RI1: 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.
ELA.GSE.9-10.RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.11-12.RL1: 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.
ELA.GSE.9-10.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	ELA.GSE.11-12.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
ELA.GSE.9-10.RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)	ELA.GSE.11-12.RL4: 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. (Include Shakespeare as well as other authors.)
ELA.GSE.9-10.RI9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.	ELA.GSE.11-12.RI9: Analyze foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.
ELA.GSE.9-10.RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	ELA.GSE.11-12.RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.
ELA.GSE.9-10.RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.	ELA.GSE.11-12.RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.
ELA.GSE.9-10.RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELA.GSE.11-12.RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

Driving Practice: *Collaborate Effectively in a Variety of Contexts.*
SL.1: Collaboration

9 th –10 th Grade	11 th –12 th Grade
<p>ELA.GSE.9-10.SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

Driving Practice: *Build, Write About, and Present Knowledge.*

W.8: Informational Research & Integration

W.9: Support Analysis, Reflection, & Research Using a Variety of Texts

9 th –10 th Grade	11 th –12 th Grade
<p>ELA.GSE.9-10.W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>ELA.GSE.11-12.W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
<p>ELA.GSE.9-10.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>ELA.GSE.11-12.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</p>