

English/Language Arts Content Area

Competency Crosswalk Document For Elementary



"The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes."

Dr. Robert Mendenhall, President, Western Governor's University

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Graduation Competency 1. Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Elementary Performance Indicators (K-5)

- a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.
- b. Determine themes and central ideas of texts; summarize texts.
- c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.
- d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.
- e. Analyze how individual components contribute to overall text structure.
- f. Determine how author's point of view influences the meaning, style, and content of text.
- g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.
- h. Delineate and evaluate argument and claims.
- i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.
- j. Understand and apply Grades -level phonics and word analysis skills in decoding words.
- k. Read closely with sufficient accuracy and fluency to support comprehension.

Kindergarten Standards Alignment to Graduation Competency 1

Performance Indicator	GA Standards of Excellence		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.	ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text. ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.	ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story. ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the	ELAGSEKRL4: With prompting and support, ask and answer questions about unknown words in a text.	ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text.	

meaning and tone for a text.			
e. Analyze how individual components contribute to overall text structure.	ELAGSEKRL5: Recognize common types of texts (e.g., storybooks, poems). ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	ELAGSEKRI5: Identify the front cover, back cover, and title page of a book. ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.
f. Determine how author's point of view influences the meaning, style, and content of text	ELAGSEKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.	ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts.	
h. Delineate and evaluate argument and claims.		ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.	
i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.	ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts.	
j. Understand and apply Grade-level phonics	ELAGSEKRL4: With prompting and support,	ELAGSEKRI4: With prompting and support,	ELAGSEKRF2: Demonstrate

and word analysis skills in decoding words.	ask and answer questions about unknown words in a text.	ask and answer questions about unknown words in a text.	understanding of spoken words, syllables, and sounds (phonemes). ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.
k. Read closely with sufficient accuracy and fluency to support comprehension.	ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding.	ELAGSEKRI10: Actively engage in group reading of informational text with purpose and understanding.	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.

First Grade Standards Alignment to Graduation Competency 1

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE1RL1: Ask and answer questions about key details in a text.	ELAGSE1RI1: Ask and answer questions about key details in a text. ELAGSE1RI8: Identify the reasons an author gives to support points in a text.	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	ELAGSE1RI2: Identify the main topic and retell key details of a text.	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details. ELAGSE1RL6: Identify who is telling the story at various points in a text. ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.	ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.	
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	

<p>e. Analyze how individual components contribute to overall text structure.</p>	<p>ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information.</p> <p>ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.</p>	<p>ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print.</p>
<p>f. Determine how author's point of view influences the meaning, style, and content of text</p>	<p>ELAGSE1RL6: Identify who is telling the story at various points in a text.</p>	<p>ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	
<p>g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.</p>	<p>ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.</p>	<p>ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
<p>h. Delineate and evaluate argument and claims.</p>		<p>ELAGSE1RI8: Identify the reasons an author gives to support points in a text.</p>	
<p>i. Integrate information from multiple sources to build knowledge and</p>	<p>ELAGSE1RL9: Compare and contrast the adventures and</p>	<p>ELAGSE1RI9: Identify basic similarities in and differences between two</p>	

compare author's approaches or perspectives.	experiences of characters in stories.	texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
j. Understand and apply Grade-level phonics and word analysis skills in decoding words.	ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
k. Read closely with sufficient accuracy and fluency to support comprehension.	ELAGSE1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.	ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.

Second Grade Standards Alignment to Graduation Competency 1

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	ELAGSE2RL3: Describe how characters in a story respond to major events and challenges. ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	

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d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	
e. Analyze how individual components contribute to overall text structure.	<p>ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.</p> <p>ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>ELAGSE2RI5: 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.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	
f. Determine how author's point of view influences the meaning, style, and content of text	ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.	ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.	
h. Delineate and evaluate argument and claims.		ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.	

i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.	ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.	
j. Understand and apply Grade-level phonics and word analysis skills in decoding words.	ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.	ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
k. Read closely with sufficient accuracy and fluency to support comprehension.	ELAGSE1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.	ELAGSERF4: Read with sufficient accuracy and fluency to support comprehension.

Third Grade Standards Alignment to Graduation Competency 1

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	<p>ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar</p>	<p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	

	characters (e.g., in books from a series).	ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.	
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.	ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
e. Analyze how individual components contribute to overall text structure.	<p>ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	

		ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
f. Determine how author's point of view influences the meaning, style, and content of text.	ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.	ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.	
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.	<p>ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>ELAGSE3RL9: 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).</p>	<p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	
h. Delineate and evaluate argument and claims.		ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.	
i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.	ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar	ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.	

	characters (e.g., in books from a series).		
j. Understand and apply Grade-level phonics and word analysis skills in decoding words.	ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.	ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
k. Read closely with sufficient accuracy and fluency to support comprehension.	ELAGSE3RL10: 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.	ELAGSE3RI10: 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.	ELAGSERF4: Read with sufficient accuracy and fluency to support comprehension.

Fourth Grade Standards Alignment to Graduation Competency 1

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	ELAGSE4RL3: 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). ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events	ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an	

	(e.g., the quest) in stories, myths, and traditional literature from different cultures.	understanding of the text in which it appears. ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	ELAGSE4RL4: 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).	ELAGSE4RI4: 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.	
e. Analyze how individual components contribute to overall text structure.	<p>ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.</p> <p>ELAGSE4RL3: 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>ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical,</p>	

		scientific, or technical text, including what happened and why, based on specific information in the text.	
f. Determine how author's point of view influences the meaning, style, and content of text	ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.	
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.	ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. ELAGSE4RL9: 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.	ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
h. Delineate and evaluate argument and claims.		ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.	

<p>i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.</p>	<p>ELAGSE4RL9: 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.</p> <p>ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.</p>	<p>ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	
<p>j. Understand and apply Grade-level phonics and word analysis skills in decoding words.</p>	<p>ELAGSE4RL4: 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).</p>	<p>ELAGSE4RI4: 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.</p>	<p>ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>k. Read closely with sufficient accuracy and fluency to support comprehension.</p>	<p>ELAGSE4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently,</p>	<p>ELAGSE4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical</p>	<p>ELAGSERF4: Read with sufficient accuracy and fluency to support comprehension.</p>

	with scaffolding as needed at the high end of the range.	texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
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Fifth Grade Standards Alignment to Graduation Competency 1

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>		
	<i>Reading Literary</i>	<i>Reading Informational</i>	<i>Reading Foundation</i>
a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
b. Determine themes and central ideas of texts; summarize texts.	ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.	ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of	

	<p>ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>events, ideas, concepts, or information in two or more texts.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	
d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.	ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
e. Analyze how individual components contribute to overall text structure.	<p>ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>ELAGSE5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the</p>	<p>ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on</p>	

	meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	specific information in the text. ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
f. Determine how author's point of view influences the meaning, style, and content of text.	ELAGSE5RL6: Describe how a narrator's or speaker's point of view influences how events are described.	ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.	ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ELAGSE5RI9: Integrate information from several texts on the same topic in	

		order to write or speak about the subject knowledgeably.	
h. Delineate and evaluate argument and claims.		ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.	ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	
j. Understand and apply Grade-level phonics and word analysis skills in decoding words.	ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.
k. Read closely with sufficient accuracy and fluency to support comprehension.	ELAGSE5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and	ELAGSE5RI10: By the end of the year, read and comprehend informational texts, including	ELAGSERF4: Read with sufficient accuracy and fluency to

	poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	support comprehension.
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Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

Elementary (K-5)

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.
- b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.
- c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.
- d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.
- f. Use technology to produce and publish writing in addition to interacting and collaborating with others.

Kindergarten Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...). ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others.	ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

First Grade Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSEKW1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...). ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
f. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others.	ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Second Grade Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	ELAGSE2W1: 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.
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSE2W3: 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.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSE2W1: 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. ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W3: 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.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others.	ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

Third Grade Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others.	ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Fourth Grade Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics/ texts, supporting a point of view with reasons and/or information.	ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
c. Write narratives to develop real/ imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ELAGSE4W10: Write routinely over extended and shorter time frames (time for research, reflection, and revision over a single sitting/a day or two) for a range of discipline-specific tasks, purposes, and audiences.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSE4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
f. Use technology to produce and publish writing, in addition to interacting/ collaborating with others.	ELAGSE4W6: With guidance and support from adults, use technology, including the Internet, to produce & publish writing as well as to interact/collaborate with others; demonstrate sufficient command of keyboarding to type at least one page at a time.

Fifth Grade Standards Alignment to Graduation Competency 2

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.	ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.	ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.	ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	ELAGSE5W1: Write opinion pieces on topics/ texts, supporting a point of view with reasons. ELAGSE1W2: ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ELAGSE5W3: Write narratives to develop real/imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. ELAGSE5W10: Write routinely over extended and shorter time frames (time for research, reflection, and revision in a single sitting/a day or two) for a range of discipline-specific tasks, purposes, and audiences.
e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.	ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
f. Use technology to produce and publish writing in addition to interacting and collaborating with others.	ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce/publish writing as well as to interact/collaborate with others; demonstrate command of keyboarding skills to type a minimum of two pages in a single sitting.

Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Elementary (K-5)

- a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.
- b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Kindergarten Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	<p>ELAGSEKW7: With guidance and support, participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).</p> <p>ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	<p>ELAGSEKW7: With guidance and support, participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).</p> <p>ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4).

First Grade Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	ELAGSE1W7: Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions). ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	ELAGSE1W7: Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions). ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4).

Second Grade Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4).

Third Grade Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	ELAGSE3W7: Conduct short research projects that build knowledge about a topic. ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	ELAGSE3W7: Conduct short research projects that build knowledge about a topic. ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4).

Fourth Grade Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ELAGSE4W8: 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.
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ELAGSE4W8: 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.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Fifth Grade Standards Alignment to Graduation Competency 3

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Writing</i>
a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: 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>
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	<p>ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELAGSE5W8: 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>
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

Elementary (K-5)

- a. Engage effectively in a range of collaborative discussions with diverse partners on Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.
- b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.
- c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Kindergarten Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. ELAGSEKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. ELAGSEKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

First Grade Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELSGSESL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Second Grade Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELAGSESL3: Ask or answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Third Grade Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSE3SL1: 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.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSE3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELAGSE3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Fourth Grade Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSE4SL1: 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.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELAGSESL3: Identify the reasons and evidence a speaker provides to support particular points.

Fifth Grade Standards Alignment to Graduation Competency 4

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.	ELAGSE5SL1: 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.
b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.	ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELAGSE5SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration, and detail.

Graduation Competency 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Elementary (K-5)

- a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.
- b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Kindergarten Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	ELAGSEKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

First Grade Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Second Grade Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	<p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSE2SL5: With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Third Grade Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

Fourth Grade Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ELAGSE4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSE4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSE4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)

Fifth Grade Standards Alignment to Graduation Competency 5

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Speaking & Listening</i>
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.	<p>ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)</p>
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Elementary (K-5)

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.
- e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.
- f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.

Kindergarten Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	(Begins in grade 2)
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSEKL5: With guidance and support, explore word relationships and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSEKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

First Grade Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	(Begins in grade 2)
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSE1L4: 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.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSE1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Include frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Second Grade Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSE2L4: 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.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSE2L6: 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).

Third Grade Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSE3L4: 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.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSE3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSE3L6: 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).

Fourth Grade Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSE4L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE4L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSE4L4: 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.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSE4L6: 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).

Fifth Grade Standards Alignment to Graduation Competency 6

<u>Performance Indicator</u>	<u>GA Standards of Excellence</u>
	<i>Language</i>
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELAGSE5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.	ELAGSE5L4: 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.
e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.	ELAGSE5L6: 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).