

**Coding:**

Blue: ELA and SLA TEKS are identical.

Yellow: ELA and SLA TEKS are different.

Green: \*N/E means “no equivalent” and indicates that there is no matching student expectation.

Grade 3		Grade 4		Grade 5	
<b>Strand 1: Foundational Language Skills</b>					
<b>ELA.1/SLA.1 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, discussion, and thinking— <b>oral language</b> . The student develops oral language through listening, speaking, and discussion. The student is expected to do the following:					
<b>ELA.3.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.	<b>SLA.3.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.	<b>ELA.4.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.	<b>SLA.4.1A</b> Listen actively, ask relevant questions to clarify information, and make pertinent comments.	<b>ELA.5.1A</b> Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.	<b>SLA.5.1A</b> Listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.
<b>ELA.3.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>SLA.3.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>ELA.4.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>SLA.4.1B</b> Follow, restate, and give oral instructions that involve a series of related sequences of action.	<b>ELA.5.1B</b> Follow, restate, and give oral instructions that include multiple action steps.	<b>SLA.5.1B</b> Follow, restate, and give oral instructions that include multiple action steps.
<b>ELA.3.1C</b> Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<b>SLA.3.1C</b> Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<b>ELA.4.1C</b> Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<b>SLA.4.1C</b> Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	<b>ELA.5.1C</b> Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	<b>SLA.5.1C</b> Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
<b>ELA.3.1D</b> Work collaboratively with others by following agreed-upon rules, norms, and protocols.	<b>SLA.3.1D</b> Work collaboratively with others by following agreed-upon rules, norms, and protocols.	<b>ELA.4.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.	<b>SLA.4.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.	<b>ELA.5.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.	<b>SLA.5.1D</b> Work collaboratively with others to develop a plan of shared responsibilities.
<b>ELA.3.1E</b> Develop social communication such as conversing politely in all situations.	<b>SLA.3.1E</b> Develop social communication such as conversing politely in all situations.				
<b>ELA.2/SLA.2 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>beginning reading and writing</b> . The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to do the following:					
<b>ELA.2A/SLA.2A</b> Demonstrate and apply phonetic knowledge by doing the following:					



Grade 3		Grade 4		Grade 5	
<b>ELA.3.2A.i</b> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.	*N/E	<b>ELA.4.2A.i</b> Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.	*N/E	<b>ELA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician.	*N/E
*N/E	<b>SLA.3.2A.i</b> Demonstrate and apply phonetic knowledge by decoding words with a prosodic or orthographic accent.	*N/E	<b>SLA.4.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, esdrújulas, and sobreesdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate).	*N/E	<b>SLA.5.2A.i</b> Demonstrate and apply phonetic knowledge by decoding palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable and words with the stress on the syllable before the antepenultimate).
<b>ELA.3.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E	<b>ELA.4.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E	<b>ELA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E
*N/E	<b>SLA.3.2A.ii</b> Demonstrate and apply phonetic knowledge by decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.				
<b>ELA.3.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.	*N/E				



Grade 3		Grade 4		Grade 5	
*N/E	<b>SLA.3.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.				
<b>ELA.3.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.	*N/E	<b>ELA.4.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.	*N/E	<b>ELA.5.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns.	*N/E
*N/E	<b>SLA.3.2A.iv</b> Demonstrate and apply phonetic knowledge by becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents.	*N/E	<b>SLA.4.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.	*N/E	<b>SLA.5.2A.ii</b> Demonstrate and apply phonetic knowledge by using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus.
<b>ELA.3.2A.v</b> Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	<b>SLA.3.2A.vi</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>ELA.4.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.	<b>SLA.4.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>ELA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.	<b>SLA.5.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.
*N/E	<b>SLA.3.2A.v</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of a word based on a diacritical accent.	*N/E	<b>SLA.4.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating the meaning of a word based on the diacritical accent.	*N/E	<b>SLA.5.2A.iii</b> Demonstrate and apply phonetic knowledge by decoding and differentiating meaning of word based on the diacritical accent.
<b>ELA.3.2A.vi</b> Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	<b>SLA.3.2A.vi</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.	<b>ELA.4.2A.v</b> Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	<b>SLA.4.2A.iv</b> Demonstrate and apply phonetic knowledge by decoding words with prefixes and suffixes.		



Grade 3		Grade 4		Grade 5	
<b>ELA.3.2A.vii</b> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	*N/E	<b>ELA.4.2A.vi</b> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	*N/E	<b>ELA.5.2A.v</b> Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.	*N/E
<b>ELA.2B/SLA.2B</b> Demonstrate and apply spelling knowledge by doing the following:					
<b>ELA.3.2B.i</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E	<b>ELA.4.2B.i</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E	<b>ELA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.	*N/E
*N/E	<b>SLA.3.2B.i</b> Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with an accent on the last and penultimate syllable).	*N/E	<b>SLA.4.2B.i</b> Demonstrate and apply spelling knowledge by spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent.	*N/E	<b>SLA.5.2B.i</b> Demonstrate and apply spelling knowledge by spelling words with more advanced orthographic patterns and rules.
<b>ELA.3.2B.ii</b> Demonstrate and apply spelling knowledge by spelling homophones; spaces between words.	*N/E	<b>ELA.4.2B.ii</b> Demonstrate and apply spelling knowledge by spelling homophones.	*N/E	<b>ELA.5.2B.ii</b> Demonstrate and apply spelling knowledge by spelling words with consonant changes, including/t/ to/sh/ such as in select and selection and/k/ to/sh/ such as music and musician.	*N/E
*N/E	<b>SLA.3.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.	*N/E	<b>SLA.4.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent.	*N/E	<b>SLA.5.2B.ii</b> Demonstrate and apply spelling knowledge by spelling palabras agudas, graves, and esdrújulas (words with the stress on the antepenultimate, penultimate, and last syllable) with a prosodic or orthographic accent.



Grade 3		Grade 4		Grade 5	
ELA.3.2B.iii Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.	*N/E				
*N/E	SLA.3.2B.iii Demonstrate and apply spelling knowledge by spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents.	*N/E	SLA.4.2B.iii Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.	*N/E	SLA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words with diphthongs and hiatus.
				*N/E	SLA.5.2B.iii Demonstrate and apply spelling knowledge by spelling palabras sobresdrújulas (words with the stress on the syllable before the antepenultimate syllable) with a prosodic or orthographic accent.
ELA.3.2B.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	*N/E	ELA.4.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	*N/E	ELA.5.2B.iii Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.	*N/E
*N/E	SLA.3.2B.iv Demonstrate and apply spelling knowledge by using accents on words commonly used in questions and exclamations.				
ELA.3.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.	*N/E	ELA.4.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.	*N/E	ELA.5.2B.iv Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.	*N/E
*N/E	SLA.3.2B.v Demonstrate and apply spelling knowledge by spelling words based on the diacritical accent such as se/sé, el/él, and mas/más.				



Grade 3		Grade 4		Grade 5	
ELA.3.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	*N/E	ELA.4.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes	*N/E	ELA.5.2B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.	*N/E
*N/E	SLA.3.2B.vi Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.	*N/E	SLA.4.2B.iv Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.	*N/E	SLA.5.2B.v Demonstrate and apply spelling knowledge by marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses.
ELA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	*N/E	ELA.4.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	*N/E	ELA.5.2B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	*N/E
*N/E	SLA.3.2B.vii Demonstrate and apply spelling knowledge by spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-.				
*N/E	SLA.3.2B.viii Demonstrate and apply spelling knowledge by spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x.				
*N/E	SLA.3.2B.ix Demonstrate and apply spelling knowledge by spelling words with hard and soft r.				

Grade 3		Grade 4		Grade 5	
*N/E	<b>SLA.3.2B.x</b> Demonstrate and apply spelling knowledge by spelling words using n before v; m before b; and m before p.				
*N/E	<b>SLA.3.2B.xi</b> Demonstrate and apply spelling knowledge by spelling words with sílabas trabadas.				
*N/E	<b>SLA.3.2B.xii</b> Demonstrate and apply spelling knowledge by spelling the plural form of words ending in z by replacing the z with c before adding -es.				
<b>ELA.3.2C</b> Alphabetize a series of words to the third letter.	<b>SLA.3.2C</b> Alphabetize a series of words to the third letter.				
<b>ELA.3.2D</b> Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<b>SLA.3.2D</b> Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<b>ELA.4.2C</b> Write legibly in cursive to complete assignments.	<b>SLA.4.2C</b> Write legibly in cursive to complete assignments.	<b>ELA.5.2C</b> Write legibly in cursive.	<b>SLA.5.2C</b> Write legibly in cursive.
<b>ELA.3/SLA.3 Developing and sustaining foundational language skills:</b> listening, speaking, reading, writing, and thinking— <b>vocabulary</b> . The student uses newly acquired vocabulary expressively. The student is expected to do the following:					
<b>ELA.3.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.	<b>SLA.3.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.	<b>ELA.4.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.	<b>SLA.4.3A</b> Use print or digital resources to determine meaning, syllabication, and pronunciation.	<b>ELA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, word origin, and part of speech.	<b>SLA.5.3A</b> Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.
<b>ELA.3.3B</b> Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	<b>SLA.3.3B</b> Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	<b>ELA.4.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	<b>SLA.4.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	<b>ELA.5.3B</b> Use context such as definition, analogy, and examples to clarify the meaning of words.	<b>SLA.5.3B</b> Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.



Grade 3		Grade 4		Grade 5	
<b>ELA.3.3C</b> Identify the meaning of and use words with affixes such as <b>im-</b> (into), <b>non-</b> , <b>dis-</b> , <b>in-</b> (not, non), <b>pre-</b> , <b>-ness</b> , <b>-y</b> , and <b>-ful</b> .	<b>SLA.3.3C</b> Identify the meaning of and use words with affixes, including <b>in-</b> , <b>des-</b> , <b>ex-</b> , <b>-mente</b> , <b>-dad</b> , <b>-oso</b> , <b>-eza</b> , and <b>-ura</b> , and know how the affix changes the meaning of the word.	<b>ELA.4.3C</b> Determine the meaning of and use words with affixes such as <b>mis-</b> , <b>sub-</b> , <b>-ment</b> , and <b>-ity/ty</b> and roots such as <b>auto</b> , <b>graph</b> , and <b>meter</b> .	<b>SLA.4.3C</b> Identify the meaning of and use <b>base</b> words with affixes, including <b>mono-</b> , <b>sobre-</b> , <b>sub-</b> , <b>inter-</b> , <b>poli-</b> , <b>-able</b> , <b>-ante</b> , <b>-eza</b> , <b>-ancia</b> , and <b>-ura</b> , and roots, including <b>auto</b> , <b>bio</b> , <b>grafía</b> , <b>metro</b> , <b>fono</b> , and <b>tele</b> .	<b>ELA.5.3C</b> Identify the meaning of and use words with affixes such as <b>trans-</b> , <b>super-</b> , <b>ive</b> , and <b>-logy</b> and roots such as <b>geo</b> and <b>photo</b> .	<b>SLA.5.3C</b> Identify the meaning of and use <b>base</b> words with affixes, including <b>trans-</b> , <b>super-</b> , <b>anti-</b> , <b>semi-</b> , <b>-logía</b> , <b>-ificar</b> , <b>-ismo</b> , and <b>-ista</b> and roots, including <b>audi</b> , <b>crono</b> , <b>foto</b> , <b>geo</b> , and <b>terr</b> .
<b>ELA.3.3D</b> Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>SLA.3.3D</b> Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	<b>ELA.4.3D</b> Identify, use, and explain the meaning of homophones such as <b>reign/rain</b> .	<b>SLA.4.3D</b> Identify, use, and explain the meaning of <b>idioms</b> , <b>homographs</b> , and homophones such as <b>abrasar/abrazar</b> .	<b>ELA.5.3D</b> Identify, use, and explain the meaning of adages and puns.	<b>SLA.5.3D</b> Identify, use, and explain the meaning of idioms, adages, and puns.
*N/E	<b>SLA.3.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as <b>porque/porqué/por qué/por que</b> , <b>sino/si no</b> , and <b>también/tan bien</b> .	*N/E	<b>SLA.4.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as <b>porque/porqué/por qué/por que</b> , <b>sino/si no</b> , and <b>también/tan bien</b> .	*N/E	<b>SLA.5.3E</b> Differentiate between and use homographs, homophones, and commonly confused terms such as <b>porque/porqué/por qué/por que</b> , <b>sino/si no</b> , and <b>también/tan bien</b> .
<b>ELA.4/SLA.4 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>fluency</b> . The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.					
<b>ELA.5/SLA.5 Developing and Sustaining Foundational Language Skills:</b> listening, speaking, reading, writing, and thinking— <b>self-sustained reading</b> . The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.					
<b>ELA.3.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.3.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>ELA.4.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.4.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>ELA.5.5A</b> Self-select text and interact independently with text for a sustained period of time.	<b>SLA.5.5A</b> Self-select text and interact independently with text for a sustained period of time.





Grade 3		Grade 4		Grade 5	
<b>Strand 2: Comprehension Skills</b>					
<b>ELA.6/SLA.6 Comprehension Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to do the following:					
<b>ELA.3.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.3.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>ELA.4.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.4.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>ELA.5.6A</b> Establish purpose for reading assigned and self-selected texts.	<b>SLA.5.6A</b> Establish purpose for reading assigned and self-selected texts.
<b>ELA.3.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.3.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>ELA.4.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.4.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>ELA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SLA.5.6B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.
<b>ELA.3.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.3.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>ELA.4.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.4.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>ELA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.	<b>SLA.5.6C</b> Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
<b>ELA.3.6D</b> Create mental images to deepen understanding.	<b>SLA.3.6D</b> Create mental images to deepen understanding.	<b>ELA.4.6D</b> Create mental images to deepen understanding.	<b>SLA.4.6D</b> Create mental images to deepen understanding.	<b>ELA.5.6D</b> Create mental images to deepen understanding. D Create mental images to deepen understanding.	<b>SLA.5.6D</b> Create mental images to deepen understanding.
<b>ELA.3.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.3.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>ELA.4.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.4.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>ELA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.	<b>SLA.5.6E</b> Make connections to personal experiences, ideas in other texts, and society.
<b>ELA.3.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.3.6F</b> Make inferences and use evidence to support understanding.	<b>ELA.4.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.4.6F</b> Make inferences and use evidence to support understanding.	<b>ELA.5.6F</b> Make inferences and use evidence to support understanding.	<b>SLA.5.6F</b> Make inferences and use evidence to support understanding.
<b>ELA.3.6G</b> Evaluate details read to determine key ideas.	<b>SLA.3.6G</b> Evaluate details read to determine key ideas.	<b>ELA.4.6G</b> Evaluate details read to determine key ideas.	<b>SLA.4.6G</b> Evaluate details read to determine key ideas.	<b>ELA.5.6G</b> Evaluate details read to determine key ideas. LA.5.6G Evaluate details read to determine key ideas.	<b>SLA.5.6G</b> Evaluate details read to determine key ideas.
<b>ELA.3.6H</b> Synthesize information to create new understanding.	<b>SLA.3.6H</b> Synthesize information to create new understanding.	<b>ELA.4.6H</b> Synthesize information to create new understanding.	<b>SLA.4.6H</b> Synthesize information to create new understanding.	<b>ELA.5.6H</b> Synthesize information to create new understanding.	<b>SLA.5.6H</b> Synthesize information to create new understanding.



Grade 3		Grade 4		Grade 5	
<b>ELA.3.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SLA.3.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>ELA.4.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SLA.4.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>ELA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SLA.5.6I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.



Grade 3		Grade 4		Grade 5	
<b>Strand 3: Response Skills</b>					
<b>ELA.7/SLA.7 Response Skills:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to do the following:					
<b>ELA.3.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>SLA.3.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>ELA.4.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>SLA.4.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>ELA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.	<b>SLA.5.7A</b> Describe personal connections to a variety of sources, including self-selected texts.
<b>ELA.3.7B</b> Write a response to a literary or informational text that demonstrates an understanding of a text.	<b>SLA.3.7B</b> Write a response to a literary or informational text that demonstrates an understanding of a text.	<b>ELA.4.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	<b>SLA.4.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	<b>ELA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	<b>SLA.5.7B</b> Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
<b>ELA.3.7C</b> Use text evidence to support an appropriate response.	<b>SLA.3.7C</b> Use text evidence to support an appropriate response.	<b>ELA.4.7C</b> Use text evidence to support an appropriate response.	<b>SLA.4.7C</b> Use text evidence to support an appropriate response.	<b>ELA.5.7C</b> Use text evidence to support an appropriate response.	<b>SLA.5.7C</b> Use text evidence to support an appropriate response.
<b>ELA.3.7D</b> Retell and paraphrase texts in ways that maintain meaning and logical order.	<b>SLA.3.7D</b> Retell and paraphrase texts in ways that maintain meaning and logical order.	<b>ELA.4.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	<b>SLA.4.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	<b>ELA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	<b>SLA.5.7D</b> Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
<b>ELA.3.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>SLA.3.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>ELA.4.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>SLA.4.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>ELA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>SLA.5.7E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
<b>ELA.3.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.3.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>ELA.4.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.4.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>ELA. ELA.5.7F</b> Respond using newly acquired vocabulary as appropriate.	<b>SLA.5.7F</b> Respond using newly acquired vocabulary as appropriate.
<b>ELA.3.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>SLA.3.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>ELA.4.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>SLA.4.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>ELA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.	<b>SLA.5.7G</b> Discuss specific ideas in the text that are important to the meaning.



Grade 3		Grade 4		Grade 5	
<b>Strand 4: Multiple Genres</b>					
<b>ELA.8/SLA.8 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>literary elements</b> . The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to do the following:					
<b>ELA.3.8A</b> Infer the theme of a work, distinguishing theme from topic.	<b>SLA.3.8A</b> Infer the theme of a work, distinguishing theme from topic.	<b>ELA.4.8A</b> Infer basic themes supported by text evidence.	<b>SLA.4.8A</b> Infer basic themes supported by text evidence.	<b>ELA.5.8A</b> Infer multiple themes within a text using text evidence.	<b>SLA.5.8A</b> Infer multiple themes within a text using text evidence.
<b>ELA.3.8B</b> Explain the relationships among the major and minor characters.	<b>SLA.3.8B</b> Explain the relationships among the major and minor characters.	<b>ELA.4.8B</b> Explain the interactions of the characters and the changes they undergo.	<b>SLA.4.8B</b> Explain the interactions of the characters and the changes they undergo.	<b>ELA.5.8B</b> Analyze the relationships of and conflicts among the characters.	<b>SLA.5.8B</b> Analyze the relationships of and conflicts among the characters.
<b>ELA.3.8C</b> Analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>SLA.3.8C</b> Analyze plot elements, including the sequence of events, the conflict, and the resolution.	<b>ELA.4.8C</b> Analyze plot elements, including the rising action, climax, falling action, and resolution.	<b>SLA.4.8C</b> Analyze plot elements, including the rising action, climax, falling action, and resolution.	<b>ELA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.	<b>SLA.5.8C</b> Analyze plot elements, including rising action, climax, falling action, and resolution.
<b>ELA.3.8D</b> Explain the influence of the setting on the plot.	<b>SLA.3.8D</b> Explain the influence of the setting on the plot.	<b>ELA.4.8D</b> Explain the influence of the setting, including historical and cultural settings, on the plot.	<b>SLA.4.8D</b> Explain the influence of the setting, including historical and cultural settings, on the plot.	<b>ELA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.	<b>SLA.5.8D</b> Analyze the influence of the setting, including historical and cultural settings, on the plot.
<b>ELA.9/SLA.9 Multiple Genres:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> . The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to do the following:					
<b>ELA.3.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths.	<b>SLA.3.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy-tales, legends, and myths.	<b>ELA.4.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.	<b>SLA.4.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.	<b>ELA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.	<b>SLA.5.9A</b> Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.
<b>ELA.3.9B</b> Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	<b>SLA.3.9B</b> Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	<b>ELA.4.9B</b> Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.	<b>SLA.4.9B</b> Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.	<b>ELA.5.9B</b> Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.	<b>SLA.5.9B</b> Explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
<b>ELA.3.9C</b> Discuss elements of drama such as characters, dialogue, setting, and acts.	<b>SLA.3.9C</b> Discuss elements of drama such as characters, dialogue, setting, and acts.	<b>ELA.4.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.	<b>SLA.4.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.	<b>ELA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.	<b>SLA.5.9C</b> Explain structure in drama such as character tags, acts, scenes, and stage directions.



Grade 3		Grade 4		Grade 5	
<b>ELA.8D/SLA.8D</b> Recognize characteristics and structures of informational text, including:					
<b>ELA.3.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>SLA.3.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>ELA.4.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>SLA.4.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>ELA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.	<b>SLA.5.9D.i</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.
<b>ELA.3.9D.ii</b> Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.	<b>SLA.3.9D.ii</b> Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.	<b>ELA.4.9D.ii</b> Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	<b>SLA.4.9D.ii</b> Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.	<b>ELA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.	<b>SLA.5.9D.ii</b> Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.
<b>ELA.3.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	<b>SLA.3.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	<b>ELA.4.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	<b>SLA.4.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.	<b>ELA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.	<b>SLA.5.9D.iii</b> Recognize characteristics and structures of informational text, including organizational patterns such as logical order and order of importance.
<b>ELA.3.9E/SLA.3.9E</b> Recognize characteristics and structures of argumentative text by:					
<b>ELA.3.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.	<b>SLA.3.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.	<b>ELA.4.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.	<b>SLA.4.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.	<b>ELA.5.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.	<b>SLA.5.9E.i</b> Recognize characteristics and structures of argumentative text by identifying the claim.
<b>ELA.3.9E.ii</b> Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.	<b>SLA.3.9E.ii</b> Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.	<b>ELA.4.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.	<b>SLA.4.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.	<b>ELA.5.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.	<b>SLA.5.9E.ii</b> Recognize characteristics and structures of argumentative text by explaining how the author has used facts for or against an argument.
<b>ELA.3.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	<b>SLA.3.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	<b>ELA.4.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	<b>SLA.4.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	<b>ELA.5.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.	<b>SLA.5.9E.iii</b> Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.



Grade 3		Grade 4		Grade 5	
<b>ELA.3.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.3.9F</b> Recognize characteristics of multimodal and digital texts.	<b>ELA.4.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.4.9F</b> Recognize characteristics of multimodal and digital texts.	<b>ELA.5.9F</b> Recognize characteristics of multimodal and digital texts.	<b>SLA.5.9F</b> Recognize characteristics of multimodal and digital texts.

Grade 3		Grade 4		Grade 5	
<b>Strand 5: Author's Purpose and Craft</b>					
<b>ELA.10/SLA.10 Author's Purpose and Craft:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to do the following:					
<b>ELA.3.10A</b> Explain the author's purpose and message within a text.	<b>SLA.3.10A</b> Explain the author's purpose and message within a text.	<b>ELA.4.10A</b> Explain the author's purpose and message within a text.	<b>SLA.4.10A</b> Explain the author's purpose and message within a text.	<b>ELA.5.10A</b> Explain the author's purpose and message within a text.	<b>SLA.5.10A</b> Explain the author's purpose and message within a text.
<b>ELA.3.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>SLA.3.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>ELA.4.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>SLA.4.10B</b> Explain how the use of text structure contributes to the author's purpose.	<b>ELA.5.10B</b> Analyze how the use of text structure contributes to the author's purpose.	<b>SLA.5.10B</b> Analyze how the use of text structure contributes to the author's purpose.
<b>ELA.3.10C</b> Explain the author's use of print and graphic features to achieve specific purposes.	<b>SLA.3.10C</b> Explain the author's use of print and graphic features to achieve specific purposes.	<b>ELA.4.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.	<b>SLA.4.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.	<b>ELA.5.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.	<b>SLA.5.10C</b> Analyze the author's use of print and graphic features to achieve specific purposes.
<b>ELA.3.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	<b>SLA.3.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	<b>ELA.4.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes.	<b>SLA.4.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieve specific purposes.	<b>ELA.5.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.	<b>SLA.5.10D</b> Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
<b>ELA.3.10E</b> Identify the use of literary devices, including first- or third-person point of view.	<b>SLA.3.10E</b> Identify the use of literary devices, including first- or third-person point of view.	<b>ELA.4.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.	<b>SLA.4.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.	<b>ELA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.	<b>SLA.5.10E</b> Identify and understand the use of literary devices, including first- or third-person point of view.
<b>ELA.3.10F</b> Discuss how the author's use of language contributes to voice.	<b>SLA.3.10F</b> Discuss how the author's use of language contributes to voice.	<b>ELA.4.10F</b> Discuss how the author's use of language contributes to voice.	<b>SLA.4.10F</b> Discuss how the author's use of language contributes to voice.	<b>ELA.5.10F</b> Examine how the author's use of language contributes to voice.	<b>SLA.5.10F</b> Examine how the author's use of language contributes to voice.
<b>ELA.3.10G</b> Identify and explain the use of hyperbole.	<b>SLA.3.10G</b> Identify and explain the use of hyperbole.	<b>ELA.4.10G</b> Identify and explain the use of anecdote.	<b>SLA.4.10G</b> Identify and explain the use of anecdote.	<b>ELA.5.10G</b> Explain the purpose of hyperbole, stereotyping, and anecdote.	<b>SLA.5.10G</b> Explain the purpose of hyperbole, stereotyping, and anecdote.
Grade 3		Grade 4		Grade 5	





Grade 3		Grade 4		Grade 5	
<b>Strand 6: Composition</b>					
<b>ELA.11/SLA.11 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>writing process</b> . The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to do the following:					
<b>ELA.3.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>SLA.3.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>ELA.4.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>SLA.4.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>ELA.5.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	<b>SLA.5.11A</b> Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
<b>ELA.3.11B/SLA.3.11B</b> Develop drafts into a focused, structured, and coherent piece of writing by:					
<b>ELA.3.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.	<b>SLA.3.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.	<b>ELA.4.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	<b>SLA.4.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	<b>ELA.5.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.	<b>SLA.5.11B.i</b> Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.
<b>ELA.3.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>SLA.3.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>ELA.4.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>SLA.4.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	<b>ELA.5.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.	<b>SLA.5.11B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.
<b>ELA.3.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>SLA.3.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>ELA.4.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>SLA.4.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>ELA.5.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.	<b>SLA.5.11C</b> Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
<b>ELA.11D/SLA.11D</b> Edit drafts using standard English/Spanish conventions, including:					
<b>ELA.3.11D.i</b> Edit drafts using standard <b>English</b> conventions, including complete simple and compound sentences with subject-verb agreement.	<b>SLA.3.11D.i</b> Edit drafts using standard <b>Spanish</b> conventions, including complete simple and compound sentences with subject-verb agreement.	<b>ELA.4.11D.i</b> Edit drafts using standard <b>English</b> conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<b>SLA.4.11D.i</b> Edit drafts using standard <b>Spanish</b> conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<b>ELA.5.11D.i</b> Edit drafts using standard <b>English</b> conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<b>SLA.5.11D.i</b> Edit drafts using standard <b>Spanish</b> conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.





Grade 3		Grade 4		Grade 5	
<b>ELA.3.11D.ii</b> Edit drafts using standard <b>English</b> conventions, including past, present, and future verb tense.	<b>SLA.3.11D.ii</b> Edit drafts using standard <b>Spanish</b> conventions, including <b>simple past, present, and future verb tense and imperfect past, perfect, and conditional verb tenses, including the difference between ser and estar.</b>	<b>ELA.4.11D.ii</b> Edit drafts using standard <b>English</b> conventions, including <b>past tense of</b> irregular verbs.	<b>SLA.4.11D.ii</b> Edit drafts using standard <b>Spanish</b> conventions, including irregular verbs.	<b>ELA.5.11D.ii</b> Edit drafts using standard <b>English</b> conventions, including <b>past tense of</b> irregular verbs.	<b>SLA.5.11D.ii</b> Edit drafts using standard <b>Spanish</b> conventions, including irregular verbs.
<b>ELA.3.11D.iii</b> Edit drafts using standard <b>English</b> conventions, including singular, plural, common, and proper nouns.	<b>SLA.3.11D.iii</b> Edit drafts using standard <b>Spanish</b> conventions, including singular, plural, common, and proper nouns, <b>including gender-specific articles.</b>	<b>ELA.4.11D.iii</b> Edit drafts using standard <b>English</b> conventions, including singular, plural, common, and proper nouns.	<b>SLA.4.11D.iii</b> Edit drafts using standard <b>Spanish</b> conventions, including singular, plural, common, and proper nouns, <b>including gender-specific articles.</b>	<b>ELA.5.11D.iii</b> Edit drafts using standard <b>English</b> conventions, including collective nouns.	<b>SLA.5.11D.iii</b> Edit drafts using standard <b>Spanish</b> conventions, including collective nouns.
<b>ELA.3.11D.iv</b> Edit drafts using standard <b>English</b> conventions, including adjectives, including their comparative and superlative forms.	<b>SLA.3.11D.iv</b> Edit drafts using standard <b>Spanish</b> conventions, including adjectives, including their comparative and superlative forms.	<b>ELA.4.11D.iv</b> Edit drafts using standard <b>English</b> conventions, including adjectives, including their comparative and superlative forms.	<b>SLA.4.11D.iv</b> Edit drafts using standard <b>Spanish</b> conventions, including adjectives, including their comparative and superlative forms.	<b>ELA.5.11D.iv</b> Edit drafts using standard <b>English</b> conventions, including adjectives, including their comparative and superlative forms.	<b>SLA.5.11D.iv</b> Edit drafts using standard <b>Spanish</b> conventions, including adjectives, including <b>those indicating origin, and their comparative and superlative forms.</b>
<b>ELA.3.11D.v</b> Edit drafts using standard <b>English</b> conventions, including adverbs that convey time and adverbs that convey manner.	<b>SLA.3.11D.v</b> Edit drafts using standard <b>Spanish</b> conventions, including adverbs that convey time and adverbs that convey manner.	<b>ELA.4.11D.v</b> Edit drafts using standard <b>English</b> conventions, including adverbs that convey frequency and adverbs that convey degree.	<b>SLA.4.11D.v</b> Edit drafts using standard <b>Spanish</b> conventions, including adverbs that convey frequency and adverbs that convey degree.	<b>ELA.5.11D.v</b> Edit drafts using standard <b>English</b> conventions, including conjunctive adverbs.	<b>SLA.5.11D.v</b> Edit drafts using standard <b>Spanish</b> conventions, including conjunctive adverbs.
<b>ELA.3.11D.vi</b> Edit drafts using standard <b>English</b> conventions, including prepositions and prepositional phrases.	<b>SLA.3.11D.vi</b> Edit drafts using standard <b>Spanish</b> conventions, including prepositions and prepositional phrases.	<b>ELA.4.11D.vi</b> Edit drafts using standard <b>English</b> conventions, including prepositions and prepositional phrases.	<b>SLA.4.11D.vi</b> Edit drafts using standard <b>Spanish</b> conventions, including prepositions and prepositional phrases.	<b>ELA.5.11D.vi</b> Edit drafts using standard <b>English</b> conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.	<b>SLA.5.11D.vi</b> Edit drafts using standard <b>Spanish</b> conventions, including prepositions and prepositional phrases and their influence on subject-verb agreement.
<b>ELA.3.11D.vii</b> Edit drafts using standard <b>English</b> conventions, including pronouns, including <b>subjective, objective, and possessive cases.</b>	<b>SLA.3.11D.vii</b> Edit drafts using standard <b>Spanish</b> conventions, including pronouns, including <b>personal, possessive, objective, and reflexive pronouns.</b>	<b>ELA.4.11D.vii</b> Edit drafts using standard <b>English</b> conventions, including pronouns, including reflexive.	<b>SLA.4.11D.vii</b> Edit drafts using standard <b>Spanish</b> conventions, including pronouns, including <b>personal, possessive, objective, reflexive, and prepositional.</b>	<b>ELA.5.11D.vii</b> Edit drafts using standard <b>English</b> conventions, including pronouns, including indefinite.	<b>SLA.5.11D.vii</b> Edit drafts using standard <b>Spanish</b> conventions, including pronouns, including <b>personal, possessive, objective, reflexive, prepositional, and indefinite.</b>



Grade 3		Grade 4		Grade 5	
<b>ELA.3.11D.viii</b> Edit drafts using standard <b>English</b> conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>SLA.3.11D.viii</b> Edit drafts using standard <b>Spanish</b> conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>ELA.4.11D.viii</b> Edit drafts using standard <b>English</b> conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>SLA.4.11D.viii</b> Edit drafts using standard <b>Spanish</b> conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.	<b>ELA.5.11D.viii</b> Edit drafts using standard <b>English</b> conventions, including subordinating conjunctions to form complex sentences.	<b>SLA.5.11D.viii</b> Edit drafts using standard <b>Spanish</b> conventions, including subordinating conjunctions to form complex sentences.
<b>ELA.3.11D.ix</b> Edit drafts using standard <b>English</b> conventions, including capitalization of official titles of people, <b>holidays</b> , and geographical names and places.	<b>SLA.3.11D.ix</b> Edit drafts using standard <b>Spanish</b> conventions, including capitalization of <b>proper nouns</b> , geographical names and places, <b>historical periods</b> , and official titles of people.	<b>ELA.4.11D.ix</b> Edit drafts using standard <b>English</b> conventions, including capitalization of historical <b>periods</b> , events, and documents; titles of books; stories and essays; <b>and languages, races, and nationalities</b> .	<b>SLA.4.11D.ix</b> Edit drafts using standard <b>Spanish</b> conventions, including capitalization of historical events and documents, titles of books, stories, and essays.	<b>ELA.5.11D.ix</b> Edit drafts using standard <b>English</b> conventions, including capitalization of <b>abbreviations</b> , initials, acronyms, and organizations.	<b>SLA.5.11D.ix</b> Edit drafts using standard <b>Spanish</b> conventions, including capitalization of initials, acronyms, and organizations.
<b>ELA.3.11D.x</b> Edit drafts using standard <b>English</b> conventions, including punctuation marks, including <b>apostrophes in contractions and possessives and commas in compound sentences and items</b> in a series.	<b>SLA.3.11D.x</b> Edit drafts using standard <b>Spanish</b> conventions, including punctuation marks, including commas in a series <b>and dates, and correct mechanics, including indentations</b> .	<b>ELA.4.11D.x</b> Edit drafts using standard <b>English</b> conventions, including punctuation marks, including <b>apostrophes in possessives</b> , commas in compound sentences, <b>and quotation marks in dialogue</b> .	<b>SLA.4.11D.x</b> Edit drafts using standard <b>Spanish</b> conventions, including punctuation marks, including commas in compound <b>and complex sentences and em dash for dialogue</b> .	<b>ELA.5.11D.x</b> Edit drafts using standard <b>English</b> conventions, including punctuation marks, including commas in compound and complex sentences, <b>quotation marks in dialogue</b> , and italics and underlining for titles and emphasis.	<b>SLA.5.11D.x</b> Edit drafts using standard <b>Spanish</b> conventions, including punctuation marks, including commas in compound and complex sentences, <b>em dash for dialogue</b> , italics and underlining for titles and <b>emphasis, and quotation marks for titles</b> .
<b>ELA.3.11D.xi</b> Edit drafts using standard <b>English</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and <b>high-frequency words</b> .	<b>SLA.3.11D.xi</b> Edit drafts using standard <b>Spanish</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.	<b>ELA.4.11D.xi</b> Edit drafts using standard <b>English</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and <b>high-frequency words</b> .	<b>SLA.4.11D.xi</b> Edit drafts using standard <b>Spanish</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.	<b>ELA.5.11D.xi</b> Edit drafts using standard <b>English</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and <b>high-frequency words</b> .	<b>SLA.5.11D.xi</b> Edit drafts using standard <b>Spanish</b> conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules.
<b>ELA.3.11E</b> Publish written work for appropriate audiences.	<b>SLA.3.11E</b> Publish written work for appropriate audiences.	<b>ELA.4.11E</b> Publish written work for appropriate audiences.	<b>SLA.4.11E</b> Publish written work for appropriate audiences.	<b>ELA.5.11E</b> Publish written work for appropriate audiences.	<b>SLA.5.11E</b> Publish written work for appropriate audiences.
<b>ELA.12/SLA.12 Composition:</b> listening, speaking, reading, writing, and thinking using multiple texts— <b>genres</b> . The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to do the following:					
<b>ELA.3.12A</b> Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	<b>SLA.3.12A</b> Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.	<b>ELA.4.12A</b> Compose literary texts such as personal narratives and poetry using genre characteristics and craft.	<b>SLA.4.12A</b> Compose literary texts such as personal narratives and poetry using genre characteristics and craft.	<b>ELA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	<b>SLA.5.12A</b> Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.



Grade 3		Grade 4		Grade 5	
<b>ELA.3.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>SLA.3.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>ELA.4.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>SLA.4.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>ELA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	<b>SLA.5.12B</b> Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
<b>ELA.3.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>SLA.3.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>ELA.4.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>SLA.4.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>ELA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.	<b>SLA.5.12C</b> Compose argumentative texts, including opinion essays, using genre characteristics and craft.
<b>ELA.3.12D</b> Compose correspondence such as thank you notes or letters.	<b>SLA.3.12D</b> Compose correspondence such as thank you notes or letters.	<b>ELA.4.12D</b> Compose correspondence that requests information.	<b>SLA.4.12D</b> Compose correspondence that requests information.	<b>ELA.5.12D</b> Compose correspondence that requests information.	<b>SLA.5.12D</b> Compose correspondence that requests information.



Grade 3		Grade 4		Grade 5	
<b>Strand 7: Inquiry and Research</b>					
<b>ELA.13/SLA.13 Inquiry and Research:</b> listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to do the following:					
<b>ELA.3.13A</b> Generate questions on a topic for formal and informal inquiry.	<b>SLA.3.13A</b> Generate questions on a topic for formal and informal inquiry.	<b>ELA.4.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.	<b>SLA.4.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.	<b>ELA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.	<b>SLA.5.13A</b> Generate and clarify questions on a topic for formal and informal inquiry.
<b>ELA.3.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.3.13B</b> Develop and follow a research plan with adult assistance.	<b>ELA.4.32B</b> Develop and follow a research plan with adult assistance.	<b>SLA.4.13B</b> Develop and follow a research plan with adult assistance.	<b>ELA.5.13B</b> Develop and follow a research plan with adult assistance.	<b>SLA.5.13B</b> Develop and follow a research plan with adult assistance.
<b>ELA.3.13C</b> Identify and gather relevant information from a variety of sources.	<b>SLA.3.13C</b> Identify and gather relevant information from a variety of sources.	<b>ELA.4.13C</b> Identify and gather relevant information from a variety of sources.	<b>SLA.4.13C</b> Identify and gather relevant information from a variety of sources.	<b>ELA.5.13C</b> Identify and gather relevant information from a variety of sources.	<b>SLA.5.13C</b> Identify and gather relevant information from a variety of sources.
<b>ELA.3.13D</b> Identify primary and secondary sources.	<b>SLA.3.13D</b> Identify primary and secondary sources.	<b>ELA.4.13D</b> Identify primary and secondary sources.	<b>SLA.4.13D</b> Identify primary and secondary sources.	<b>ELA.5.13D</b> Understand credibility of primary and secondary sources.	<b>SLA.5.13D</b> Understand credibility of primary and secondary sources.
<b>ELA.3.13E</b> Demonstrate understanding of information gathered.	<b>SLA.3.13E</b> Demonstrate understanding of information gathered.	<b>ELA.4.13E</b> Demonstrate understanding of information gathered.	<b>SLA.4.13E</b> Demonstrate understanding of information gathered.	<b>ELA.5.13E</b> Demonstrate understanding of information gathered.	<b>SLA.5.13E</b> Demonstrate understanding of information gathered.
<b>ELA.3.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>SLA.3.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>ELA.4.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>SLA.4.13F</b> Recognize the difference between paraphrasing and plagiarism when using source materials.	<b>ELA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.	<b>SLA.5.13F</b> Differentiate between paraphrasing and plagiarism when using source materials.
<b>ELA.3.13G</b> Create a works cited page.	<b>SLA.3.13G</b> Create a works cited page.	<b>ELA.4.13G</b> Develop a bibliography.	<b>SLA.4.13G</b> Develop a bibliography.	<b>ELA.5.13G</b> Develop a bibliography.	<b>SLA.5.13G</b> Develop a bibliography.
<b>ELA.3.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.3.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>ELA.4.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.4.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>ELA.5.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>SLA.5.13H</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

