

English Language Arts (Listening and Speaking, Reading, Writing, View and Representing) – Grades 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 1: Listening and Speaking (Purposes – The student listens actively and purposefully in a variety of settings.)				
	ELA.5.1A Establish and articulate purposes for listening such as to get information, to solve problems, and to enjoy and appreciate.	ELA.6.1A Determine purposes for listening (active, academic, critical, appreciative, and emphatic).	ELA.7.1A Determine purposes for listening (active, academic, critical, appreciative, and emphatic).	ELA.8.1A Determine purposes for listening (active, academic, critical, appreciative, and emphatic).
	Ⓢ ELA.5.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.	ELA.6.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.	ELA.7.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.	ELA.8.1B Listen critically by eliminating barriers that impede effective listening to interpret and evaluate the speaker's message, and pose literal and inferential questions.
	ELA.5.1C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.	Ⓢ ELA.6.1C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.	Ⓢ ELA.7.1C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.	Ⓢ ELA.8.1.C Understand and articulate the major ideas and supporting evidence in messages when engaging in conversations and discussions.
		Ⓢ ELA.6.1D Use appropriate strategies (self-initiated and structured note taking, questioning to elicit literal, interpretive, and evaluative responses) while listening.	Ⓢ ELA.7.1D Use appropriate strategies (self-initiated and structured note taking, questioning to elicit literal, interpretive, and evaluative responses) to learn while listening.	Ⓢ ELA.8.1D Use appropriate strategies (self-initiated and structured note taking, questioning to elicit literal, interpretive, and evaluative responses) to learn while listening.
Strand 1: Listening and Speaking (Critical Listening – The student listens critically to analyze and evaluate a speaker's message(s).)				
	Ⓢ ELA.5.2A Interpret and paraphrase speakers' messages (both verbal and nonverbal), purposes, and perspectives.	ELA.6.2A Interpret purposes and perspectives of verbal and non-verbal messages.	ELA.7.2A Interpret purposes and perspectives of verbal and non-verbal messages.	ELA.8.2A Interpret purposes and perspectives of verbal and non-verbal messages.
	ELA.5.2B Identify and analyze a speaker's use of verbal persuasive techniques, bias, and propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) to determine message and credibility.	Ⓢ ELA.6.2B Identify and analyze a speaker's use of verbal persuasive techniques, bias, and propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) to determine message and credibility.	Ⓢ ELA.7.2B Identify and analyze a speaker's use of verbal persuasive techniques, bias, and propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) to determine message and credibility.	Ⓢ ELA.8.2B Identify and analyze a speaker's use of verbal persuasive techniques, bias, and propaganda (the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person) to determine message and credibility.
	ELA.5.2C Distinguish between the speaker's opinion and verifiable fact.	ELA.6.2C Distinguish between the speaker's opinion and verifiable fact.	ELA.7.2C Distinguish between the speaker's opinion and verifiable fact.	ELA.8.2C Distinguish between the speaker's opinion and verifiable fact.
	ELA.5.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.	ELA.6.2D Monitor his/her own understanding of verbal messages and seek clarification as needed.	ELA.7.2D Monitor his/her own understanding of verbal messages and seek clarification as needed.	ELA.8.2D Monitor his/her own understanding of the spoken message and seek clarification as needed.
		ELA.6.2E Compare his/her own perception of a verbal message with the perception of others.	ELA.7.2E Compare his/her own perception of a verbal message with the perception of others.	ELA.8.2E Compare his/her own perception of a spoken message with the perception of others.
		ELA.6.2F Evaluate a spoken message in terms of its content, credibility, and delivery.	ELA.7.2F Evaluate a spoken message in terms of its content, credibility, and delivery.	ELA.8.2F Evaluate a spoken message in terms of its content, credibility, and delivery.



What is it we want all students to learn?



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Strand 1: Listening and Speaking (Appreciation – The student listens to enjoy and appreciate spoken language.)				
	<p>Ⓟ ELA.5.3A Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.</p>	<p>Ⓟ ELA.6.3A Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.</p>	<p>Ⓟ ELA.7.3A Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.</p>	<p>Ⓟ ELA.8.3A Listen to discuss and analyze proficient, fluent models of oral reading, including fiction, non-fiction, and multicultural selections from classic and contemporary works.</p>
	<p>ELA.5.3B Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia, affects the listener.</p>	<p>ELA.6.3B Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia) affects the listener.</p>	<p>ELA.7.3B Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia) affects the listener.</p>	<p>ELA.8.3B Evaluate and specify how the language of literature, including literary elements (rhyme, rhythm, onomatopoeia) affects the listener.</p>
	<p>ELA.5.3C Assess how language choice and delivery affect the tone of the message.</p>	<p>ELA.6.3C Analyze the use of aesthetic language (imagery, rhythm, rhyme, alliteration, and onomatopoeia) for its effect on the message.</p>	<p>ELA.7.3C Analyze the use of aesthetic language (imagery, rhythm, rhyme, alliteration, and onomatopoeia) for its effect on the message.</p>	<p>ELA.8.3C Analyze the use of aesthetic language (imagery, rhythm, rhyme, alliteration, and onomatopoeia) for its effect on the message.</p>
Strand 1: Listening and Speaking (Culture – The student listens and speaks to gain and share knowledge of his/her culture, the culture of others, and the common elements of cultures.)				
	<p>Ⓟ ELA.5.4A Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening.</p>	<p>Ⓟ ELA.6.4A Acknowledge the diversity of experiences, ideas, and opinions of peers and use to re-examine his/her own beliefs/opinions/ ideas in classroom and small-group academic discussions.</p>	<p>Ⓟ ELA.7.4A Acknowledge the diversity of experiences, ideas, and opinions of peers and use to re-examine his/her own beliefs/opinions/ ideas in classroom and small-group academic discussions.</p>	<p>Ⓟ ELA.8.4A Acknowledge the diversity of experiences, ideas, and opinions of peers and use to re-examine his/her own beliefs/opinions/ ideas in classroom and small-group academic discussions.</p>
	<p>ELA.5.4B Compare, contrast, and relate oral traditions across regions and cultures with one's own.</p>	<p>ELA.6.4B Compare language origins and oral traditions from a variety of geographic regions and cultures throughout the world.</p>	<p>ELA.7.4B Compare the language origins and oral traditions of Texas from a wide spectrum of ethnic and cultural influences.</p>	<p>ELA.8.4B Compare language origins and oral traditions across a variety of geographic regions, cultures, and historical periods in the United States.</p>
	<p>ELA.5.4C Identify how language use such as labels and sayings reflects regions and cultures.</p>	<p>ELA.6.4C Identify how language use such as labels and sayings reflects regions and cultures.</p>	<p>ELA.7.4C Identify how language use such as labels and sayings reflect regions and cultures.</p>	<p>ELA.8.4C Identify how language uses such labels and saying reflects regions and cultures.</p>
Strand 1: Listening and Speaking (Audiences – The student speaks clearly and appropriately to different audiences for different purposes and occasions.)				
	<p>Ⓟ ELA.5.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p>	<p>ELA.6.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p>	<p>ELA.7.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p>	<p>ELA.8.5A Choose, adapt, and critique spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.</p>
	<p>ELA.5.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four/five elements.</p>	<p>Ⓟ ELA.6.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four/five elements.</p>	<p>Ⓟ ELA.7.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four/five elements.</p>	<p>Ⓟ ELA.8.5B Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information and directions of four/five elements.</p>



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	ELA.5.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	ELA.6.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	ELA.7.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.	ELA.8.5C Present dramatic interpretations of experiences, stories, poems, or plays using appropriate communication skills.
	Ⓟ ELA.5.5D Use effective rate, volume, pitch, tone and increasing control of grammar as appropriate for the audience and setting.	ELA.6.5D Generate criteria to evaluate his/her own oral presentations (book/film reviews, dramatic interpretations, panel/group presentations) and the presentations of others.	ELA.7.5D Generate criteria to evaluate his/her own oral presentations (book/film reviews, dramatic interpretations, panel/group presentations) and the presentations of others.	ELA.8.5D Generate criteria to evaluate his/her own oral presentations (book/film reviews, dramatic interpretations, panel/group presentations) and the presentations of others.
	ELA.5.5E Give precise directions and instructions such as in games and tasks.	ELA.6.5E Use effective rate, volume, pitch, and tone for the audience and setting.	ELA.7.5E Use effective rate, volume, pitch, and tone for the audience and setting.	ELA.8.5E Use effective rate, volume, pitch, and tone for the audience and setting.
	ELA.5.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.	Ⓟ ELA.6.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.	Ⓟ ELA.7.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.	Ⓟ ELA.8.5F Clarify and support spoken ideas with evidence, elaborations, and examples in small or large group discussions.
Strand 2: Reading (Word Identification – The student uses a variety of word identification strategies.)				
	Ⓟ ELA.5.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	ELA.6.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	ELA.7.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.	ELA.8.6A Apply knowledge of letter-sound correspondences, language structure (word order and usage), and context clues (definition, description, linked synonym or appositive) to recognize and determine word meaning.
	Ⓟ ELA.5.6B Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, -able).	Ⓟ ELA.6.6B Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, -able).	Ⓟ ELA.7.6B Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, -able).	Ⓟ ELA.8.6B Analyze the structure of words to determine their meaning using cues including root words and affixes (prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, -able).
	ELA.5.6C Locate the meanings (definitions), pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.	ELA.6.6C Use self-monitoring and self-correcting strategies, morphemes (meaningful parts of words), and pronunciation symbols in dictionaries and glossaries to decode, determine meaning, and to pronounce unfamiliar words.	ELA.7.6C Use self-monitoring and self-correcting strategies, morphemes (meaningful parts of words), and pronunciation symbols in dictionaries and glossaries to decode, determine meaning, and to pronounce unfamiliar words.	ELA.8.6C Use self-monitoring and self-correcting strategies, morphemes (meaningful parts of words), and pronunciation symbols in dictionaries and glossaries to decode, determine meaning, and to pronounce unfamiliar words.
Strand 2: Reading (Fluency – The student reads with fluency and understanding in texts at appropriate difficulty levels.)				
	ELA.5.7A Read regularly in independent-level materials (a text in which no more than approximately 1 in 20 words is difficult for the reader).	Ⓟ ELA.6.7A Read daily in independent-level materials (a text in which no more than approximately 1 in 20 words is difficult for the reader); or appropriate lexile reading level.	Ⓟ ELA.7.7A Read daily in independent-level materials (a text in which no more than approximately 1 in 20 words is difficult for the reader); or appropriate lexile reading level.	Ⓟ ELA.8.7A Read daily in independent-level materials (a text in which no more than approximately 1 in 20 words is difficult for the reader); or appropriate lexile reading level.



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	ELA.5.7B Read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 – 180 wpm).	ELA.6.7B Read daily in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).	ELA.7.7B Read daily in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).	ELA.8.7B Read daily in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).
	ELA.5.7C Demonstrate characteristics of fluent and effective reading including (accuracy, expressive interpretation, meaningful phrasing and attention to punctuation).	ELA.6.7C Demonstrate characteristics of fluent and effective readers (structural awareness, self-monitoring, decoding skills, comprehension skills, and word attack skills).		
	ELA.5.7D Adjust reading rate based on purposes for reading (pleasure or information).	ELA.6.7D Adjust reading rate (skimming, scanning, careful reading, rereading) based on purposes for reading.	ELA.7.7C Adjust reading rate (skimming, scanning, careful reading, rereading) based on purposes for reading.	ELA.8.7C Adjust reading rate (skimming, scanning, careful reading, rereading) based on purposes for reading.
	ELA.5.7E Read aloud high-interest texts to engage the listeners and ensure mutual understanding.	ELA.6.7E Read aloud high-interest texts to engage the listeners and ensure mutual understanding.	ELA.7.7D Read aloud high-interest texts to engage the listeners and ensure mutual understanding.	ELA.8.7D Read aloud high-interest texts to engage the listeners and ensure mutual understanding.
	ELA.5(3.6D) Self-select texts at independent reading level by estimating text difficulty, drawing on personal interest, and/or relying on knowledge of authors and different types of texts (genres).			
	ELA.5.7F Read assigned and self-selected text silently with increasing ease for longer periods.	ELA.6.7F Read silently with increasing ease for longer periods (190-220 wpm for at least 60 minutes daily).	ELA.7.7E Read silently with increasing ease for longer periods (215 - 245 wpm for at least 60 minutes daily).	ELA.8.7E Read silently with increasing ease for longer periods (235 - 270 wpm for at least 60 minutes daily).
Strand 2: Reading (Variety of texts – The student reads widely for different purposes in varied sources.)				
	ELA.5.8A Read classic and contemporary works.	Ⓟ ELA.6.8A Read daily from a variety of narrative, expository, and media texts (textbooks, nonfiction/informational texts, autobiography, short stories, realistic fiction, drama, and poetry) to participate in independent and teacher-directed author and genre-specific studies.	Ⓟ ELA.7.8A Read daily from a variety of narrative, expository, and media texts (textbooks, nonfiction/informational texts, autobiography, short stories, realistic fiction, drama, and poetry) to participate in independent and teacher-directed author and genre-specific studies.	Ⓟ ELA.8.8A Read daily from a variety of narrative, expository, and media texts (textbooks, nonfiction/informational texts, autobiography, short stories, realistic fiction, drama, and poetry) to participate in independent and teacher-directed author and genre-specific studies.
	Ⓟ ELA.5.8B Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry) to acquire information or for pleasure.	ELA.6.8B Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry, drama) to acquire information or for pleasure.	ELA.7.8B Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry, drama) to acquire information or for pleasure.	ELA.8.8B Select and read from a variety of nonfiction and fiction sources (newspapers, textbooks, magazines, novels, short stories, poetry, drama) to acquire information or for pleasure.



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	ELA.5.8C Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.	ELA.6.8C Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.	ELA.7.8C Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.	ELA.8.8C Read both assigned and self-selected texts to accomplish a variety of purposes such as to be informed, entertained, inspired, appreciate the writer's craft, and discover models for his/her own writing.
		ELA.6.8D Read expository and informational texts to complete forms and/or write a letter to the editor or other business correspondence.	ELA.7.8D Read expository and informational texts to complete forms and/or write a letter to the editor or other business correspondence.	ELA.8.8D Read expository and informational texts to complete forms and/or write a letter to the editor or other business correspondence.
Strand 2: Reading (Vocabulary Development – The student acquires an extensive vocabulary through reading and systematic word study.)				
	ELA.5.9A Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.	ELA.6.9A Develop vocabulary by listening to and discussing selections read aloud.	ELA.7.9A Develop vocabulary by listening to and discussing selections read aloud.	ELA.8.9A Develop vocabulary by listening to and discussing selections read aloud.
	Ⓟ ELA.5.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	Ⓟ ELA.6.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	Ⓟ ELA.7.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.	Ⓟ ELA.8.9B Draw on experiences to bring meanings to words in context such as interpreting figurative language (metaphors, similes, and idioms) and multiple-meaning words by sorting, classifying, identifying related words, and selecting appropriate meanings.
	ELA.5.9C Use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meaning and usage.	ELA.6.9C Use traditional and electronic reference aids, including pronunciation guides and symbols, to build vocabulary, confirm pronunciation, determine/confirm word meaning, and to distinguish shades of meaning.	ELA.7.9C Use traditional and electronic reference aids, including pronunciation guides and symbols, to build vocabulary, confirm pronunciation, determine/confirm word meaning, and to distinguish shades of meaning.	ELA.8.9C Use traditional and electronic reference aids, including explanatory notes, to build vocabulary, confirm pronunciation, determine/confirm/differentiate meaning, and investigate etymology.
	ELA.5.9D Determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i> , <i>-ion</i> .	Ⓟ ELA.6.9D Apply self-questioning techniques and demonstrate metacognition to clarify meanings of unfamiliar words using knowledge of common context clues, root words, structural analysis, syntax, and derivatives.	Ⓟ ELA.7.9D Apply self-questioning techniques and demonstrate metacognition to clarify meanings of unfamiliar words using knowledge of common context clues, root words, structural analysis, syntax, and derivatives.	Ⓟ ELA.8.9D Apply self-questioning techniques and demonstrate meta-cognition to clarify meanings of unfamiliar words using knowledge of common context clues, root words, structural analysis, syntax, and derivatives
	ELA.5.9E Develop grade appropriate vocabulary through reading, discussions, drawings, games, and current events across content areas.	ELA.6.9E Examine analogies and their common patterns of word relationships (part/whole, whole/part, synonym, antonym, place, attribute, cause/ effect, degree). Study word meanings systematically such as across curricular content areas and through current events.	ELA.7.9E Examine analogies and their common patterns of word relationships (part/whole, whole/part, synonym, antonym, place, attribute, cause/ effect, degree). Study word meanings systematically such as across curricular content areas and through current events.	ELA.8.9E Examine analogies and their common patterns of word relationships (part/whole, whole/part, synonym, antonym, place, attribute, cause/ effect, degree). Study word meanings systematically such as across curricular content areas and through current events.
		Ⓟ ELA.6.9F Define the concepts of connotative (associations one has for a word), denotative, (literal definition) figurative usage (including idioms) of words and cite examples from text.	Ⓟ ELA.7.9F Use examples from texts under study to explain the influence of connotative (i.e., diction) and/or figurative language on tone and style.	Ⓟ ELA.8.9F Use examples from texts under study to explain the influence of connotative (i.e., diction) and/or figurative language on tone and style.



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		ELA.6.9G Develop awareness of how knowledge of word origins can aid in vocabulary development and comprehension through teacher-directed study of etymology (focus on Greek and Latin roots and affixes).	ELA.7.9G Use dictionaries and other sources, including electronic, to participate in teacher-directed study of the etymology of Greek and Latin roots and affixes to develop vocabulary, spelling skill, and aid in the comprehension of unfamiliar words.	ELA.8.9G Use dictionaries and other sources, including electronic, to participate in teacher-directed study of the etymology of Greek and Latin roots and affixes to develop vocabulary, spelling skill, and aid in the comprehension of unfamiliar words.
Strand 2: Reading (Comprehension – The student uses a variety of strategies to comprehend selections read aloud.)				
	ELA.5.10A Activate and use his/her own knowledge and experience to comprehend.	ELA.6.10A Activate and use his/her own knowledge and experience to comprehend..	ELA.7.10A Activate and use his/her own knowledge and experience to comprehend.	ELA.8.10A Activate and use his/her own knowledge and experience to comprehend.
	Ⓟ ELA.5.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	ELA.6.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	ELA7.10.B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.	ELA.8.10B Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems.
	ELA.5.10C Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues adjusting rate, and asking questions.	Ⓟ ELA.6.10C Use fix-up strategies during reading and make modifications (refocus, stop to clarify, adjust rate, read ahead, develop questions and search for answers, question author) when understanding breaks down to monitor comprehension.	Ⓟ ELA.7.10C Use fix-up strategies during reading and make modifications (refocus, stop to clarify, adjust rate, read ahead, develop questions and search for answers, question author) when understanding breaks down to monitor comprehension.	Ⓟ ELA.8.10C Use fix-up strategies during reading and make modifications (refocus, stop to clarify, adjust rate, read ahead, develop questions and search for answers, question author) when understanding breaks down to monitor comprehension.
	ELA.5.10D Describe, analyze, and discuss mental images that text descriptions evoke.	ELA.6.10D Describe, analyze, and discuss mental images that text descriptions evoke.	ELA.7.10D Describe, analyze, and discuss mental images that text descriptions evoke.	ELA.8.10D Describe, analyze, and discuss mental images that text descriptions evoke.
	Ⓟ ELA.5.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events.	Ⓟ ELA.6.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events; and to locate, record, and recall information.	Ⓟ ELA.7.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events; and to locate, record, and recall information.	Ⓟ ELA.8.10E Use the text's structure or progression of ideas such as cause and effect or chronology to determine the relationship between major ideas and events; and to locate, record, and recall information.
	Ⓟ ELA.5.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in a text.	Ⓟ ELA.6.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in fiction and nonfiction texts.	Ⓟ ELA.7.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in fiction and nonfiction texts.	Ⓟ ELA.8.10F Determine and identify stated or paraphrased main ideas and explain how those ideas are supported with details in fiction and nonfiction texts.
	Ⓟ ELA.5.10G Paraphrase and summarize text to recall, inform, and organize ideas; identify the best summary.	ELA.6.10G Select and/or construct paraphrased statements and brief summaries to support restatement, graphic representation, and/or analysis of fiction and non-fiction.	ELA.7.10G Select and/or construct paraphrased statements and brief summaries to support restatement, graphic representation, and/or analysis of fiction and non-fiction.	ELA.8.10G Select and/or construct paraphrased statements and brief summaries to support restatement, graphic representation, and/or analysis of fiction and non-fiction.
	Ⓟ ELA.5.10H Make inferences such as conclusions or generalizations and support them with relevant text evidence and experience.	Ⓟ ELA.6.10H Draw inferences (conclusions or generalizations) from a set of facts or through character actions and support them with text evidence and personal experiences.	Ⓟ ELA.7.10H Draw inferences (conclusions or generalizations) from a set of facts or through character actions and support them with text evidence and personal experiences.	Ⓟ ELA.8.10H Draw inferences (conclusions or generalizations) from a set of facts or through character actions and support them with text evidence and personal experiences.



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	<p>Ⓟ ELA.5.10I Find similarities and differences across texts such as in treatment (the author’s approach), scope (depth of information about the topic), and/or organization (structure of the text).</p>	<p>ELA.6.10I Find similarities and differences across texts such as in treatment (the author’s approach), scope (depth of information about the topic), and/or organization (structure of the text).</p>	<p>ELA.7.10I Find similarities and differences across texts such as in treatment (the author’s approach), scope (depth of information about the topic), and/or organization (structure of the text).</p>	<p>ELA.8.10I Find similarities and differences across texts such as in treatment (the author’s approach), scope (depth of information about the topic), and/or organization (structure of the text).</p>
	<p>Ⓟ ELA.5.10J Distinguish fact and opinion in various texts by recognizing persuasive techniques or language.</p>	<p>ELA.6.10J Distinguish fact and opinion in various texts.</p>	<p>ELA.7.10J Distinguish fact and opinion in various texts.</p>	<p>ELA.8.10J Distinguish fact and opinion in various texts.</p>
	<p>ELA.5.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.</p>	<p>Ⓟ ELA.6.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.</p>	<p>Ⓟ ELA.7.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.</p>	<p>Ⓟ ELA.8.10K Answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer.</p>
	<p>Ⓟ ELA.5.10L Interpret and create graphic representations in different ways such as an outline, a timeline, Venn diagrams, and other graphic organizers to demonstrate comprehension of the text.</p>	<p>Ⓟ ELA.6.10L Interpret and create graphic representations (tables, Frayer models, timelines, webs, Venn diagrams, outlines, fishbone maps, flow charts) to demonstrate comprehension of the text.</p>	<p>Ⓟ ELA.7.10L Interpret and create graphic representations (tables, Frayer models, timelines, webs, Venn diagrams, outlines, fishbone maps, flow charts) to demonstrate comprehension of the text.</p>	<p>Ⓟ ELA.8.10L Interpret and create graphic representations (tables, Frayer models, timelines, webs, Venn diagrams, outlines, fishbone maps, flow charts) to demonstrate comprehension of the text.</p>
		<p>ELA.6.10M Use study strategies (preview, question, reread, record) to learn and recall important ideas from texts.</p>	<p>ELA.7.10M Use study strategies (preview, question, reread, record) to learn and recall important ideas from texts.</p>	<p>ELA.8.10M Use study strategies (preview, question, reread, record) to learn and recall important ideas from texts.</p>
Strand 2: Reading (Literary Response – the student expresses and supports responses to various types of texts.)				
	<p>ELA.5(1.13A) Listen to variety of genres being read aloud.</p>	<p>ELA.6.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.</p>	<p>ELA.7.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.</p>	<p>ELA.8.11A Offer observations, make connections, react, speculate, interpret, and raise questions in response to texts.</p>
	<p>ELA.5.11A Respond to narrative texts and poetry by offering observations, making connections, reacting, speculating, interpreting, and questioning.</p>			
	<p>ELA.5.11B Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.</p>	<p>ELA.6.11B Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.</p>	<p>ELA.7.11B Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.</p>	<p>ELA.8.11B Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, timelines, outlines, media productions.</p>
	<p>Ⓟ ELA.5.11C Locate and cite relevant text evidence to support an interpretation or conclusion about characters, events, or situations with examples drawn from text and his/her own experiences.</p>	<p>ELA.6.11C Support responses by citing relevant text evidence and his/her own experiences.</p>	<p>ELA.7.11.C Support responses by citing relevant text evidence and his/her own experiences.</p>	<p>ELA.8.11C Support responses by citing relevant text evidence and his/her own experiences.</p>
	<p>Ⓟ ELA.5.11D Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.</p>	<p>Ⓟ ELA.6.11D Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.</p>	<p>Ⓟ ELA.7.11D Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.</p>	<p>Ⓟ ELA.8.11D Connect, compare, and contrast ideas, themes, and issues (problem, solution, morals, and lessons) across informational and narrative texts.</p>



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Strand	Grade 5	Grade 6	Grade 7	Grade 8
	Strand 2: Reading (Text Structures/Literary Concepts – The student recognizes characteristics of various types of texts.)			
	ELA.5.12C Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.	ELA.6.12A Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.	ELA.7.12A Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.	ELA.8.12A Identify and analyze different types of texts including narrative, expository, and media and explain their function such as to inform, influence, express, or entertain.
	ELA.5.12D Recognize the distinguishing features of a variety of texts to determine their genres, including biography, historical fiction, informational texts, and poetry.	ELA.6.12B Recognize the distinguishing features of a variety of texts to determine their genre (drama, folktales, autobiography, historical fiction, biography, historical fiction, poetry, informational texts, and media).	ELA.7.12B Recognize the distinguishing features of a variety of texts to determine their genre (drama, folktales, autobiography, historical fiction, biography, historical fiction, poetry, informational texts, and media).	ELA.8.12B Recognize the distinguishing features of a variety of texts to determine their genre (drama, folktales, autobiography, historical fiction, biography, historical fiction, poetry, informational texts, and media).
	ELA.5.12E Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	ELA.6.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	ELA.7.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.	ELA.8.12C Compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants.
	ELA.5.12F Understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts).	ELA.6.12D Understand and identify literary terms (title, author, illustrator, playwright, theater, stage, act, dialogue, and scene) across a variety of literary forms (texts).	ELA.7.12D Understand and identify literary terms (title, author, illustrator, playwright, theater, stage, act, dialogue, and scene) across a variety of literary forms (texts).	ELA.8.12D Understand and identify literary terms (title, author, illustrator, playwright, theater, stage, act, dialogue, and scene) across a variety literary forms (texts).
	Ⓟ ELA.5.12G Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	ELA.6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	ELA.7.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies.	ELA.8.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy.
	Ⓟ ELA.5.12H Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	Ⓟ ELA.6.12F Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	Ⓟ ELA.7.12F Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.	Ⓟ ELA.8.12F Identify, describe, and analyze important characters, including their traits, points of view, causes of feelings and motivations, relationships, conflicts and their solutions, and the changes they undergo.
	Ⓟ ELA.5.12I Recognize and analyze story plot, setting, and problem resolution and explain their importance to the story.	Ⓟ ELA.6.12G Recognize and analyze plot (exposition, rising action, climax, falling action, and resolution), setting, (time and place) and problem resolution in a text passage and in longer selections.	Ⓟ ELA.7.12G Recognize and analyze plot (exposition, rising action, climax, falling action, and resolution), setting, (time and place) and problem resolution in a text passage and in longer selections.	Ⓟ ELA.8.12G Recognize and analyze plot (exposition, rising action, climax, falling action, and resolution), setting, (time and place) and problem resolution in a text passage and in longer selections.
	Ⓟ ELA.5.12J Describe how the author's perspective or point of view (attitudes or tone about his/her subject) affects the development of ideas in a text.	ELA.6.12H Describe how the author's or narrator's perspective/ point of view (attitudes or tone about his/her subject) affects the text.	ELA.7.12H Describe how the author's or narrator's perspective/ point of view (attitudes or tone about his/her subject) affects the text.	ELA.8.12H Describe how the author's or narrator's perspective/ point of view (attitudes or tone about his/her subject) affects the text.
	ELA.5.12B Recognize that authors organize information in specific ways by examining the structure of the text	ELA.6.12I Recognize that authors organize information in specific ways by examining the structure of the text (cause/effect, compare/contrast, problem/solution, inductively, deductively, or chronologically).	ELA.7.12I Recognize that authors organize information in specific ways by examining the structure of the text (cause/effect, compare/contrast, problem/solution, inductively, deductively, or chronologically).	ELA.8.12I Recognize that authors organize information in specific ways by examining the structure of the text (cause/effect, compare/contrast, problem/solution, inductively, deductively, or chronologically).



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		<p>Ⓟ ELA.6.12J Recognize and interpret literary devices (flashback, foreshadowing, symbolism, alliteration, onomatopoeia, personification, hyperbole, metaphors, and similes).</p>	<p>Ⓟ ELA.7.12J Recognize and interpret literary devices (flashback, foreshadowing, symbolism, alliteration, onomatopoeia, personification, hyperbole, metaphors, and similes).</p>	<p>Ⓟ ELA.8.12J Recognize and interpret literary devices (flashback, foreshadowing, symbolism, alliteration, onomatopoeia, personification, hyperbole, metaphors, and similes).</p>
	<p>Ⓟ ELA.5.12A Judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" using text evidence</p>	<p>Ⓟ ELA.6.12K Recognize how style, (the way the author writes through his word choice and sentence type) tone, (how the author feels about his subject) and mood (feeling created in the reader) affect text messages.</p>	<p>Ⓟ ELA.7.12K Recognize how style, (the way the author writes through his word choice and sentence type) tone, (how the author feels about his subject) and mood (feeling created in the reader) affect text messages.</p>	<p>Ⓟ ELA.8.12K Recognize how style, (the way the author writes through his word choice and sentence type) tone, (how the author feels about his subject) and mood (feeling created in the reader) affect text messages.</p>
Strand 2: Reading (Inquiry/Research – The student inquires and conducts research using a variety of sources..				
	<p>ELA.5.13A Formulate and revise questions for investigations, before, during, and after reading, including questions arising from interests and units of study.</p>	<p>ELA.6.13A Formulate and revise questions for investigations, including questions arising from student interests and units of study.</p>	<p>ELA.7.13A Formulate and revise questions for investigations, including questions arising from student interests and units of study.</p>	<p>ELA.8.13A Formulate and revise questions for investigations, including questions arising from student interests and units of study.</p>
	<p>ELA.5.13B Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information.</p>	<p>ELA.6.13B Use text organizers (headings, graphic features, and tables of contents) to locate and organize information.</p>	<p>ELA.7.13B Use text organizers (headings, graphic features, and tables of contents) to locate and organize information.</p>	<p>ELA.8.13B Use text organizers (headings, graphic features, and tables of contents) to locate and organize information.</p>
	<p>ELA.5(3.12C) Use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices for research.</p>			
	<p>ELA.5.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions.</p>	<p>ELA.6.13C Use multiple sources, including electronic texts, print resources, and field experts to locate information relevant to research questions.</p>	<p>ELA.7.13C Use multiple sources, including electronic texts, print resources, and field experts, to locate information relevant to research questions.</p>	<p>ELA.8.13C Use multiple sources, including electronic texts, print resources, and field experts, to locate information relevant to research questions.</p>
	<p>ELA.5.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>	<p>Ⓟ ELA.6.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>	<p>Ⓟ ELA.7.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>	<p>Ⓟ ELA.8.13D Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions.</p>
	<p>ELA.5.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, excerpting texts (direct quotes), or making charts.</p>	<p>ELA.6.13E Summarize and organize information from multiple sources (primary and secondary) by taking notes, outlining ideas, and making charts.</p>	<p>ELA.7.13E Summarize and organize information from multiple sources (primary and secondary) by taking notes, outlining ideas, and making charts.</p>	<p>ELA.8.13E Summarize and organize information from multiple sources (primary and secondary) by taking notes, outlining ideas, and making charts.</p>
	<p>ELA.5.13F Produce research projects and reports in effective formats using visuals to support meaning, as appropriate.</p>	<p>ELA.6.13F Produce research projects and reports in effective formats using visuals and technology to support meaning, as appropriate.</p>	<p>ELA.7.13F Produce research projects and reports in effective formats using visuals and technology to support meaning, as appropriate.</p>	<p>ELA.8.13F Produce research projects and reports in effective formats using visuals and technology to support meaning, as appropriate.</p>
	<p>ELA.5.13G Draw conclusions from information gathered from multiple sources.</p>	<p>ELA.6.13G Draw conclusions from information gathered from multiple sources.</p>	<p>ELA.7.13G Draw conclusions from information gathered from multiple sources.</p>	<p>ELA.8.13G Draw conclusions from information gathered from multiple sources.</p>



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Strand	Grade 5	Grade 6	Grade 7	Grade 8
	(5.13.H) Use compiled information and knowledge to raise additional, unanswered questions.	ELA.6.13H Use compiled information and knowledge to raise additional, unanswered questions.	ELA.7.13H Use compiled information and knowledge to raise additional, unanswered questions.	ELA.8.13H Use compiled information and knowledge to raise additional, unanswered questions.
		ELA.6.13I Present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.	ELA.7.13I Present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.	ELA.8.13I Present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.
Strand 2: Reading (Culture – The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.)				
	Ⓢ ELA.5.14A Compare text events with his/her own and other readers' experiences and explain similarities and differences.	ELA.6.14A Compare text events with his/her own and other readers' experiences and explain similarities and differences.	ELA.7.14A Compare text events with his/her own and other readers' experiences and explain similarities and differences.	ELA.8.14A Compare text events with his/her own and other readers' experiences and explain similarities and differences.
	ELA.5.14B Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.	ELA.6.14B Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.	ELA.7.14B Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.	ELA.8.14B Determine distinctive and common characteristics of elements of culture including communication, customs, and community through wide reading.
	ELA.5.14C Articulate and discuss themes and connections that cross cultures.	ELA.6.14C Articulate and discuss themes and connections that cross cultures.	ELA.7.14C Articulate and discuss themes and connections that cross cultures.	ELA.8.14C Articulate and discuss themes and connections that cross cultures.
Strand 3: Writing (Purposes – The student writes for a variety of audiences and purposes and in a variety of forms.)				
	Ⓢ ELA.5.15A Write to express, discover record, develop, reflect on ideas, and to problem solve.	Ⓢ ELA.6.15A Write to express, discover record, develop, reflect on ideas, and to problem solve.	Ⓢ ELA.7.15A Write to express, discover record, develop, reflect on ideas, and to problem solve.	Ⓢ ELA.8.15A Write to express, discover, record, develop, reflect on ideas, and to problem solve.
	ELA.5.15B Write to influence such as to persuade, argue, and request.	Ⓢ ELA.6.15B Write to influence such as to persuade, argue, and request.	Ⓢ ELA.7.15B Write to influence such as to persuade, argue, and request.	Ⓢ ELA.8.15B Write to influence such as to persuade, argue, and request.
	ELA.5.15C Write to inform such as to explain, describe, report, and narrate.	Ⓢ ELA.6.15C Write to inform such as to explain, describe, report, and narrate.	Ⓢ ELA.7.15C Write to inform such as to explain, describe, report, and narrate.	Ⓢ ELA.8.15C Write to inform such as to explain, describe, report, and narrate.
	ELA.5.15D Write to entertain such as composing humorous poems or short stories.	ELA.6.15D Write to entertain such as to compose humorous poems or short stories.	ELA.7.15D Write to entertain such as to compose humorous poems or short stories.	ELA.8.15D Write to entertain such as to compose humorous poems or short stories.
	Ⓢ ELA.5.15E Write personal narratives and stories with unique voice by expressing one's personality or personal viewpoint by incorporating stylistic elements and devices.	Ⓢ ELA.6.15E Write personal narratives and stories with unique voice by expressing one's personality or personal viewpoint through the use of stylistic elements and devices.	Ⓢ ELA.7.15E Write compositions in which he/she consistently engages the reader with a natural and distinctive voice by employing controlled use of compositional risk elements active voice, and stylistic elements to develop unique or individual perspectives.	Ⓢ ELA.8.15E Write compositions in which he/she consistently engages the reader with a natural and distinctive voice by employing controlled use of compositional risk elements active voice, and stylistic elements to develop unique or individual perspectives.



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	<p>Ⓟ ELA.5.15F Choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions.</p>	<p>Ⓟ ELA.6.15F Write in personal (autobiography, personal narrative), creative (poetry), and academic (literary annotation/response, open-ended response, comparison/contrast, essay of opinion, research picture book) forms to address specific audiences.</p>	<p>Ⓟ ELA.7.15F Write in personal (autobiography, personal narrative), creative (poetry), and academic (literary annotation/response, open-ended response, comparison/contrast, essay of opinion, research picture book) forms to address specific audiences.</p>	<p>Ⓟ ELA.8.15F Write in personal (autobiography, personal narrative), creative (poetry), and academic (literary annotation/response, open-ended response, comparison/contrast, essay of opinion, research picture book) forms to address specific audiences.</p>
	<p>ELA.5.15G Use literary devices effectively such as suspense, dialogue, and figurative language.</p>	<p>ELA.6.15G Use literary devices effectively such as suspense, dialogue, and figurative languages.</p>	<p>ELA.7.15G Use literary devices effectively such as suspense, dialogue, and figurative languages.</p>	<p>ELA.8.15G Use literary devices effectively such as suspense, dialogue, and figurative languages.</p>
		<p>Ⓟ ELA.6.15H Produce well-organized, focused and coherent compositions using effective transitions, voice, sentence fluency, and appropriate word choice.</p>	<p>Ⓟ ELA.7.15H Produce well-organized, focused and coherent compositions using effective transitions, voice, sentence fluency, and appropriate word choice.</p>	<p>Ⓟ ELA.8.15H Produce well-organized, focused and coherent compositions using effective transitions, voice, sentence fluency, and appropriate word choice.</p>
Strand 3: Writing (Penmanship/Spelling – The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.)				
	<p>ELA.5.16A Select cursive or manuscript handwriting to ensure legibility.</p>	<p>ELA.6.16A Write legibly by selecting cursive or manuscript as appropriate.</p>	<p>ELA.7.16A Write legibly by selecting cursive or manuscript as appropriate.</p>	<p>ELA.8.16A Write legibly by selecting cursive or manuscript as appropriate.</p>
	<p>Ⓟ ELA.5.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.</p>	<p>Ⓟ ELA.6.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.</p>	<p>Ⓟ ELA.7.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.</p>	<p>Ⓟ ELA.8.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation.</p>
	<p>ELA.5(3.16E) Write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare.</p>			
	<p>ELA.5.17A Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns.</p>	<p>ELA.6.16C Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns.</p>	<p>ELA.7.16C Spell derivatives correctly by applying the spellings of bases and affixes.</p>	<p>ELA.8.16C Spell derivatives correctly by applying the spellings of bases and affixes.</p>
	<p>Ⓟ ELA.5.17B Apply affixes (suffixes such as -able or -less, and prefixes such as re- or un-, and inflections such as -ed and -ing) to root words (such as drink, speak, read, or happy) to spell words correctly, including verbs to ensure proper tense and number agreement.</p>	<p>ELA.6.16D Apply affixes (suffixes such as -able or -less, and prefixes such as re- or un-, and inflections such as -ed and -ing) to root words (such as drink, speak, read, or happy) to spell words correctly, including verbs to ensure proper tense and number agreement.</p>	<p>ELA.7.16D Use knowledge of syllable construction patterns; derivatives; inflections to change tense, number, and to compare; frequently misspelled words including common homonyms.</p>	<p>ELA.8.16D Use knowledge of syllable construction patterns; derivatives; inflections to change tense, number, and to compare; frequently misspelled words including common homonyms.</p>
	<p>ELA.5.17C Use resources to find correct spellings.</p>	<p>ELA.6.16E Use both electronic and traditional resources (spell check, dictionaries, word lists, word walls) to check and correct spelling.</p>	<p>ELA.7.16E Use both electronic and traditional resources (spell check, dictionaries, word lists, word walls) to check and correct spelling.</p>	<p>ELA.8.16E Use a variety of resources to ensure correct spelling, including commonly misused words and derivatives, to produce error-free final drafts.</p>
	<p>ELA.5.17D Spell correctly, identify and correct misspelled words in final drafts.</p>	<p>ELA.6.16F Spell accurately in final drafts of short and long compositions by revising and editing.</p>	<p>ELA.7.16F Spell accurately in final drafts of short and long compositions by revising and editing.</p>	<p>ELA.8.16F Spell accurately in final drafts of short and long compositions by revising and editing.</p>



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	ELA.5(3.16G) Spell words ending in -tion and -sion such as station and procession.	ELA.6.16G Understand the influence of other languages and cultures on the spelling of English words.	ELA.7.16G Understand the influence of other languages and cultures on the spelling of English words.	ELA.8.16G Understand the influence of other languages and cultures on the spelling of English words.
	Strand 3: Writing (Usage – The student applies standard grammar and usage to communicate clearly and effectively in writing.)			
	ELA.5(3.17B) Use singular and plural forms of regular nouns and adjust verbs for agreement.	ELA.6.17A Use regular and irregular plurals correctly.		
	ELA.5.18A Use regular and irregular plurals correctly.			
	Ⓢ ELA.5.18B Write in complete sentences, varying the types such as compound and complex to match meanings and purposes.	Ⓢ ELA.6.17B Write in complete, varied sentence structures, avoiding common structural errors (double negatives, pronouns following subjects, lack of agreement, of/have misuse), to extend ideas and engage the reader.	Ⓢ ELA.7.17A Write in complete, varied sentence structures, avoiding common structural errors (double negatives, pronouns following subjects, lack of agreement, of/have misuse), to extend ideas and engage the reader.	Ⓢ ELA.8.17A Write in complete, varied sentence structures, avoiding common structural errors (double negatives, pronouns following subjects, lack of agreement, of/have misuse), to extend ideas and engage the reader.
	ELA.5.18F Use coordinating and subordinate (if, since, although) conjunctions to connect ideas meaningfully and write compound and complex sentences.	ELA.6.17C Use conjunctions to connect ideas meaningfully.	ELA.7.17B Use conjunctions to connect ideas meaningfully.	ELA.8.17B Use conjunctions to connect ideas meaningfully.
	ELA.5.18D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.	ELA.6.17D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.	ELA.7.17D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.	ELA.8.17D Use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise.
	ELA.5.18E Use prepositional phrases to elaborate written ideas.	ELA.6.17E Use prepositional phrases to elaborate written ideas.	ELA.7.17E Use prepositional phrases to elaborate written ideas.	ELA.8.17E Use prepositional phrases to elaborate written ideas.
	Ⓢ ELA.5.18C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.	Ⓢ ELA.6.17F Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.	Ⓢ ELA.7.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.	Ⓢ ELA.8.17C Employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech.
		ELA.6.17G Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.	ELA.7.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.	ELA.8.17F Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive.
	ELA.5.18G Write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's.	ELA.6.17H Write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's.	ELA.7.17G Write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's.	ELA.8.17G Write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's.
	ELA.5.18H Write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me."	ELA.6.17I Write with increasing accuracy when using pronoun case such as "He and they joined him".	ELA.7.17H Write with increasing accuracy when using pronoun case such as "She had the party".	ELA.8.17H Write with increasing accuracy when using pronoun case such as "She stepped between them and us".



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Strand 3: Writing (Process – The student selects and uses writing processes for self initiated and assigned writing.)			
Ⓟ ELA.5.19A Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs.	Ⓟ ELA.6.18A Plan initial drafts (generate ideas, select topic, determine purpose, consider audience, seek necessary information, organize ideas) using prewriting strategies (brainstorming, graphic organizers, notes, and logs).	Ⓟ ELA.7.18A Plan initial drafts (generate ideas, select topic, determine purpose, consider audience, seek necessary information, organize ideas) using prewriting strategies (brainstorming, graphic organizers, notes, and logs).	Ⓟ ELA.8.18A Plan initial drafts (generate ideas, select topic, determine purpose, consider audience, seek necessary information, organize ideas) using prewriting strategies (brainstorming, graphic organizers, notes, and logs).
Ⓟ ELA.5.19B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	Ⓟ ELA.6.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	Ⓟ ELA.7.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.	Ⓟ ELA.8.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text.
Ⓟ ELA.5.19C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	ELA.6.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	ELA.7.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	ELA.8.18C Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
Ⓟ ELA.5.19D Revise drafts for coherence, progression, transition, and logical development of ideas.	Ⓟ ELA.6.18D Revise drafts to improve focus and coherence, organization, content/ideas, voice, sentence variety, fluency, and word choice.	Ⓟ ELA.7.18D Revise drafts to improve focus and coherence, organization, content/ideas, voice, sentence variety, fluency, and word choice.	Ⓟ ELA.8.18D Revise drafts to improve focus and coherence, organization, content/ideas, voice, sentence variety, fluency, and word choice.
Ⓟ ELA.5.19E Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.	Ⓟ ELA.6.18E Edit drafts using the <i>CUPS</i> strategy; capitalization, usage, punctuation, and spelling.	Ⓟ ELA.7.18E Edit drafts using the <i>CUPS</i> strategy; capitalization, usage, punctuation, and spelling.	Ⓟ ELA.8.18E Edit drafts using the <i>CUPS</i> strategy; capitalization, usage, punctuation, and spelling.
ELA.5.19F Use available technology to support aspects of creating, revising, editing, and publishing texts.	ELA.6.18F Use available technology to support aspects of creating, revising, editing, and publishing texts.	ELA.7.18F Use available technology to support aspects of creating, revising, editing, and publishing texts.	ELA.8.18F Use available technology to support aspects of creating, revising, editing, and publishing texts.
ELA.5.19G Refine selected pieces frequently to "publish" for general and specific audiences.	ELA.6.18G Refine selected pieces frequently to "publish" for general and specific audiences.	ELA.7.18G Refine selected pieces frequently to "publish" for general and specific audiences.	ELA.8.18G Refine selected pieces frequently to "publish" for general and specific audiences.
Ⓟ ELA.5.19H Proofread his/her own writing and that of others to correct errors including double negatives, misuse of homonyms and pronoun reference.	ELA.6.18H Proofread own writing and others' to ensure grade-appropriate use of mechanics and conventions	ELA.7.18H Proofread own writing and others' to ensure grade-appropriate use of mechanics and conventions.	ELA.8.18H Proofread own writing and others' to ensure grade-appropriate use of mechanics and conventions.
ELA.5.19I Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.	ELA.6.18I Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.	ELA.7.18I Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.	ELA.8.18I Select and use reference materials and resources such as traditional and electronic sources as needed for writing, revising, and editing final drafts.
Strand 3: Writing (Evaluation – The student evaluates his/her own writing and the writings of others.)			
Ⓟ ELA.5.20A Apply criteria (focus and coherence, organization, development, voice, and conventions) to evaluate and revise writing.	Ⓟ ELA.6.19A Explain the concept of holistic scoring and apply the criteria from the TEA TAKS Writing rubric and other criterion-based rubrics to evaluate his/her own and others' writing.	Ⓟ ELA.7.19A Explain the concept of holistic scoring and apply the criteria from the TEA TAKS Writing rubric and other criterion-based rubrics to evaluate his/her own and others' writing.	Ⓟ ELA.8.19A Explain the concept of holistic scoring and apply the criteria from the TEA TAKS Open-ended Response and Writing rubrics and other criterion-based rubrics to evaluate his/her own and others' writing.
ELA.5.20B Respond in constructive ways to others' writings.	ELA.6.19B Respond in constructive ways to others' writings through peer editing, peer revision, and conferencing.	ELA.7.19B Respond in constructive ways to others' writings through peer editing, peer revision, and conferencing.	ELA.8.19B Respond in constructive ways to others' writings through peer editing, peer revision, and conferencing.



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Ⓢ ELA.5.20C Evaluate how well his/her own writing achieves its initial purpose.	ELA.6.19C Evaluate how well his/her own writing achieves its initial purpose using a rubric.	ELA.7.19C Evaluate how well his/her own writing achieves its initial purpose using a rubric.	ELA.8.19C Evaluate how well his/her own writing achieves its initial purpose using a rubric.
ELA.5.20D Analyze published examples (student exemplars and authentic literature) to use as models for writing.	ELA.6.19D Analyze published examples (student exemplars and authentic literature) to use as models for writing.	ELA.7.19D Analyze published examples (student exemplars and authentic literature) to use as models for writing.	ELA.8.19D Analyze published examples (student exemplars and authentic literature) to use as models for writing.
ELA.5.20E Review a collection of written works to determine areas of strengths and weaknesses and to set goals as a writer.	ELA.6.19E Maintain a portfolio in which he/she reflects on the work using rubrics and checklists, sets goals for improvement, and demonstrates growth as a writer.	ELA.7.19E Maintain a portfolio in which he/she reflects on the work using rubrics and checklists, sets goals for improvement, and demonstrates growth as a writer.	ELA.8.19E Maintain a portfolio in which he/she reflects on the work using rubrics and checklists, sets goals for improvement, and demonstrates growth as a writer.
Strand 3: Writing (Evaluation – The student evaluates his/her own writing and the writing of others.)			
ELA.5.21A Formulate questions to direct research.	ELA.6.20A Formulate questions to direct research.	ELA.7.20A Formulate questions to direct research.	ELA.8.20A Formulate questions to direct research.
ELA.5.21B Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).	ELA.6.20B Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).	ELA.7.20B Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).	ELA.8.20B Record and organize his/her own knowledge about a topic in a variety of graphic representations (graphic organizers, lists, outlines).
ELA.5.21C Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.	ELA.6.20C Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.	ELA.7.20C Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.	ELA.8.20C Take notes from relevant and authoritative sources such as guest speakers, informational books, periodicals, and media sources including on-line searches.
ELA.5.21D Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources using.	ELA.6.20D Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources.	ELA.7.20D Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources.	ELA.8.20D Use outlines, conceptual maps, learning logs, and timelines in useful ways to organize and summarize ideas gained from notes taken from multiple sources.
ELA.5.21E Present information in various forms using available technology.	ELA.6.20E Present information in various forms using available technology.	ELA.7.20E Present information in various forms using available technology.	ELA.8.20E Present information in various forms using available technology.
ELA.5.21F Evaluate his/her own research and raise new questions for further investigation.	Ⓢ ELA.6.20F Evaluate his/her own research and raise new questions for further investigation.	Ⓢ ELA.7.20F Evaluate his/her own research and frame new questions for further investigation.	Ⓢ ELA.8.20F Evaluate his/her own research and frame new questions for further investigation.
	Ⓢ ELA.6.20G Write a research paper (400+ words) with an introduction including a thesis statement, body, conclusion, and a works cited page using MLA format.	Ⓢ ELA.7.20G Write a research paper (400+ words) with an introduction including a thesis statement, body, conclusion, and a works cited page using MLA format.	Ⓢ ELA.8.20G Write a research paper (500-600 words) with an introduction including a thesis statement, body, conclusion, and a works cited page using MLA format.
Strand 3: Writing (Connections – The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.)			
(5.22.A) Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.	ELA.6.21A Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.	ELA.7.21A Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.	ELA.8.21A Collaborate with other writers to compose, organize, and revise various types of texts, including personal narratives, biographies, persuasive compositions, letters, news, records, and forms.
(5.22.B) Correspond with peers or others via e-mail or conventional mail.	ELA.6.21B Correspond with peers or others via e-mail or conventional mail.	ELA.7.21B Correspond with peers or others via e-mail or conventional mail.	ELA.8.21B Correspond with peers or others via e-mail or conventional mail.



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		ELA.7.21C Identify challenges faced by published authors and strategies they use to compose various types of texts.	ELA.8.21C Identify challenges faced by published authors and strategies they use to compose various types of texts.
Strand 4: Viewing and Representing (Interpretation – The student understands and interprets visual images, messages, and meanings.)			
ELA.5.23A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	ELA.6.22A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	ELA.7.22A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.	ELA.8.22A Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.
Ⓞ ELA.5.23B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	Ⓞ ELA.6.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	Ⓞ ELA.7.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	Ⓞ ELA.8.22B Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
ELA.5.23C Use media to compare ideas and points of view.	ELA.6.22C Use media to compare ideas and points of view.	ELA.7.22C Use media to compare ideas and points of view.	ELA.8.22C Use media to compare ideas and points of view.
Viewing and Representing Goal 2: The student analyzes and critiques the significance of visual images, messages, and meanings.			
ELA.5.24A Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings.	ELA.6.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.	ELA.7.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.	ELA.8.23A Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings.
ELA.5.24B Compare and contrast print, visual, and electronic media such as film with written text.	ELA.6.23B Compare and contrast print, visual, and electronic media such as film with written text.	ELA.7.23B Compare and contrast print, visual, and electronic media such as film with written text.	ELA.8.23B Compare and contrast print, visual, and electronic media such as film with written text.
	ELA.6.23C Evaluate the purposes and effects of varying media such as film, print, and technology presentations.	ELA.7.23C Evaluate the purposes and effects of varying media such as film, print, and technology presentations.	ELA.8.23C Evaluate the purposes and effects of varying media such as film, print, and technology presentations.
	Ⓞ ELA.6.23D Evaluate how different media forms influence and inform.	Ⓞ ELA.7.23D Evaluate how different media forms influence and inform.	Ⓞ ELA.8.23D Evaluate how different media forms influence and inform.
Strand 4: Viewing and Representing (Production – The student produces visual images, messages, and meanings that communicate with others.)			
ELA.5.25A Select, organize, or produce visuals to complement and extend meanings of texts.	Ⓞ ELA.6.24A Select, organize, or produce visuals to complement and extend meanings of texts.	Ⓞ ELA.7.24A Select, organize, or produce visuals to complement and extend meanings of texts.	Ⓞ ELA.8.24A Select, organize, or produce visuals to complement and extend meanings of texts.
Ⓞ ELA.5.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	Ⓞ ELA.6.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	Ⓞ ELA.7.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.	Ⓞ ELA.8.24B Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports.
	ELA.6.24C Assess how language, medium, and presentation contribute to the message.	ELA.7.24C Assess how language, medium, and presentation contribute to the message.	ELA.8.24C Assess how language, medium, and presentation contribute to the message.



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